AINST/16/00021 — Revised Institution's Self Evaluation Report

I - The Higher education institution

Questions A1 to A6

A1.1 Higher education institution:
Instituto Politécnico De Viseu

A2. Type of institution
Polytechnic Institute

A3. Information about the self-assessment process:
The Polytechnic Institute of Viseu self-assessment process has involved the whole academic community: government bodies – the IPV President, the Organic Units Presidents, Pedagogic Councils, Scientific and Technical Councils, Academic Council, Quality and Assessment Council and the General Council; teaching staff – that integrate Pedagogic Councils, Scientific and Technical Councils, the Academic Council, the Quality and Assessment Council and the General Council; students – that integrate Pedagogic Councils, the Quality and Assessment Council and the Academic Council; and non-teaching staff, through the participation of the various responsible persons for the institution services and offices, and presence of the quality manager in the Quality and Assessment Council. And the external community, through the participation of external personalities, that integrate the General Council.
The preparation of the institutional self-assessment report included seven main steps:
In the first step, that involved the government bodies and non-teaching staff, necessary data collection was carried out. Institutional management documents were consulted, and specific data was requested to the various responsible persons for the institution services and offices.
In the second step, a multidisciplinary team, constituted by teaching and non-teaching staff, verified the available information, produced the necessary texts, and filled the tables of the reference document from A3ES. As necessary, additional data was collected or requested.
In the third step, each part II of the institutional self-assessment report – organic units – was submitted to the respective Pedagogic Council for provision of advice.
In the fourth step, each part II of the institutional self-assessment report – organic units, together with the advice from the respective Pedagogic Council, was submitted to the respective Scientific and Technical Council for assessment, decision with a view to improvement and approval.
In the fifth step, the multidisciplinary team gathered the parts I and II of the institutional self-assessment report and submitted the document to the Quality and Assessment Council and to the Academic Council for provision of advice.
In the sixth step, the institutional self-assessment report, together with the advice from the Quality and Assessment Council and the advice from the Academic Council, was submitted to the General Council for assessment, decision with a view to improvement and approval.
In the seventh and last step, the institutional self-assessment report was submitted, by the IPV President, to the Agency for Assessment and Accreditation of Higher Education.

A4. Historical memory:
The Polytechnic Institute of Viseu, created in 1979, is the higher education public institution of Viseu region and integrates five organic units, one Education, Technologies and Health Research Centre and Central and Social Services.
The School of Education was the first polytechnic organic unit coming into operation in Portugal, in 1983, with the first teacher training courses. Assume its mission in scientific, cultural, artistic and technical training of qualified professionals, articulating services to the community, research and the development of projects and common interest activities with regional, national and international authorities. The challenge of new training contexts and paradigms in higher education forced the school to adapt and develop. Adapt to the Bologna process and diversified the activities to meet community needs. In addition to teacher training courses, the main training area, the school training offer include other areas such as social education, cultural animation, sport and physical activity, art and multimedia, social communication marketing, advertising and public relations. The school coordinates several projects, within the scope of ongoing training for teachers, at a regional level. Also organizes non-awarding degree training courses adjusted to local needs. On a regular basis, protocols with school groups, municipalities and parish councils, cultural institutions, newspapers and radio stations are signed to ensure internship placements for students and to promote partnerships and projects to improve the region's sustainable development. International cooperation and students and staff mobility are regarded as crucial factors for education and learning quality. The school promotes and values both research and teaching staff training. The majority of teachers are full members of the research centre, determining factor when supporting applied research in their spheres of training.
The School of Management and Technology of Viseu mission, created in 1985, is to ensure high qualitative training standards to citizens, in pursuit of excellence, and to favour research, intervening in the economic, social and cultural development of the surrounding region. Followed a strategy of progressive update of the training offer (the most accurate to build a solid base concerning the teaching staff quality) providing, currently, first and second cycle study programmes and professional technical study programmes in areas such as engineering, technology and

management, marketing and tourism. The close link with the regional economic network, increasingly dynamic, is being translated in a high level of employment of the school graduates.

The Agrarian School, created in 1994, begun its curricular activities in 1995/96, operates in a farm (Quinta da Alagoa) and offers training activities within the areas of agricultural production, animal production, food engineering and veterinary nursing. Over the years its graduates have played an extremely serious role in the regional economic development. Equipped with appropriate infrastructures and laboratory facilities, develops teaching, research and community supporting projects, being seen as a manifest reference mark in the region. The work until now developed enables the definition, in the short term, of two major strategic areas: promotion and enhancement of the school and creation of value.

Created in 1999, the School of Management and Technology of Lamego begun its curricular activities in 2000/01. The school, with administrative, scientific and pedagogic autonomy, provides initial training in scientific fields seen important to the economic and productive sectors in the schools' area of influence, such as tourism, management, accounting, administration, IT, telecommunications and social service. These areas have proven significantly interesting not only for study programmes taught in day time regime but also, and increasingly, for those taught in post-labour or night regimes. Post-labour and night regimes, as well as post-graduate study programmes, allow new audiences, adding value to the qualification and re-qualification of employees working in an increasingly demanding competitive labour market. In the same line of thought, the school broadened the training offer, in 2015/16, providing the first second cycle study programme and professional technical study programmes.

The Health School is a higher education institution, recognized both nationally and internationally. The school was created in 1971 as a Nursing School. In 1988 was included in the national education system at the polytechnic level. In 2005 became to be called Health School. The school has own management bodies, by virtue of law and the statutes. Has as mission the dissemination of knowledge in its area of interest. High level scientific research is developed both by the teaching staff and students, being a top priority of the school. The school contributes, by its own means, for the promotion and the development of the population heath status. The educational project of the school, community-driven, aims human, scientific, technological and cultural training of students, in an international reference framework.

A5. Institution's Mission:

The Polytechnic Institute of Viseu is a public-law higher education institution in service of the society, seeking high level qualification, production and dissemination of knowledge as well as cultural, artistic, technological and scientific training for students, in an international reference framework.

Values the activity of teachers, researchers and non-teaching staff, encourages intellectual and professional development of students and assures access to higher education and lifelong learning to all duly qualified citizens.

The Polytechnic Institute of Viseu promotes the mobility of both students and graduates, at national and at international levels.

The Polytechnic Institute of Viseu has both the right and the obligation to participate in meaningful activities with the civil society, namely those concerning knowledge dissemination and transfer as well as those concerning the economic valorization of scientific knowledge.

The Polytechnic Institute of Viseu has also the obligation to contribute to the public understanding of humanities, arts, science and technology promoting and disseminating culture and making appropriate resources available for this purpose.

A6. Educational, scientific and cultural project (article 11th, no. 3 of LBSE; article 3rd, article 40th of RJIES):

The Polytechnic Institute of Viseu educational, scientific and cultural project is developed around the institutional mission and according to the institution polytechnic nature.

At the educational level, options' were thought to pursue high level qualification as well as cultural, artistic, technological and scientific training of students, in an international reference framework. The educational project was also drawn up to assure that every duly qualified citizen has access to higher education and lifelong learning, and to promote the mobility of both students and graduates, at national and at international levels.

The training offer options, at its various levels, outcome from an articulated process between the IPV Presidency and the organic units and provide: a wide training range, strengthening the social openness to adult, vocational education, and international audiences; training in real work context, strengthening the employability of students; exchange experiences, allowing mobility, and the strengthening of cultural, artistic, technological and scientific training of students and graduates, in a national and international reference framework.

Therefore, the IPV educational options are to: increase and diversify professional technical study programmes, increase the number of admissions under the special exams for the over 23, provide access to lifelong learning, namely through post-graduate and post-labour courses, provide access to professional nature training, with the participation of employers, diversify international semesters, encourage the participation in mobility schemes of both students and graduates.

At the scientific level, options' were taken in two major aspects: research and connection with the community. These options were thought to guarantee the production, dissemination and transfer of knowledge, the teaching, research, non teaching staff value, and the scientific knowledge economic value.

The scientific options promote the exploitation of the institution existing resources: an Education, Technologies and Health Research Centre, adequate facilities and equipments, qualified human resources (teaching, research, non teaching staff), ways of disclosure of the activities performed.

Therefore, the IPV scientific options are to: increase the scientific production through the application to funds to perform research activities, increase the establishment of cooperation protocols with external entities to ensure the economic value of knowledge through the provision of specialized services, guarantee favourable terms to qualify teaching, research, non teaching staff, promote the dissemination of the activities performed through the scientific journal millenium and the polistécnica newsletter.

At the cultural level, the Polytechnic Institute of Viseu is willing to contribute to the public understanding of humanities, arts, sciences and technologies, organizing dissemination support actions and making appropriate resources available.

The Polytechnic Institute of Viseu has been developing a cultural policy built on a series of events, periodicals and

cultural exchange.

In the first case, events have arisen on its own initiative, on organic units' initiative or on the initiative of academic members, such as teachers, non teachers or students. These events include cultural weeks, congresses, conferences, seminars, recitals, exhibitions, music events, workshops, open days, among others.

In the editorial framework, initiatives are based on the fundamental principles of defense of the Portuguese language, highlighting three institutional periodicals: the scientific journal millenium, the polistécnica newsletter, and the high education news bulletin.

Finally, the regular exchange of international students, originated from Europe and from the Community of Portuguese Language Countries, with the participation of teachers, researchers, and non teaching staff.

The Polytechnic Institute of Viseu aims to promote several initiatives, on the basis of a yearly calendar, with high level of academic community and civil society participation, fundamental to assure a temporal continuity of events, meaningful to the development of a well-defined cultural policy.

To make it possible, it is necessary that the cultural share capital is a dynamic group, and holds as primordial mission the preparation and coordination of the cultural calendar, as well as the raising finance for the cultural calendar activities. Coordination reinforce is the first step in the direction of a stronger cultural programme.

A7. Organisation and management

A7.1. Management bodies:

General Council approve the statutes thereof, organize the procedure and elect the IPV President, appraise the actions of the President and the Management Council, propose initiatives necessary to the proper operation of the institution, state its view on all issues laid by the IPV President.

IPV President, top organ of control and external representation. Conduct the policy of the institution. The President is assisted by Vice-Presidents and can be assisted by Pro-Presidents for the implementation and development of specific tasks, projects and activities.

Management Council leads the administrative, asset and financial management, as well as the human resources management, under the law in force for public organisms with administrative autonomy, fixes fees and service charges.

Academic Council organ with duties of consultative nature, state its view on all issues laid by the IPV President or General Council, issue non-binding guidelines on the assessment of the performance of students, the school calendar, the scheme of limitation periods, the process of self-assessment, external assessment and accreditation of higher education and staff recruitment.

Quality and Assessment Council coordinate all procedures of self-assessment and external assessment and coordinate the internal quality assessment system.

Representatives Assemblies organize the procedure and elect the OU President, supervise generically the president actions and state its view on issues that the President decides to submit to the assembly.

OU Presidents represent the organic unit before the other organs of the institution and third parties, exercise the duties foreseen by the law or the statutes and the duties delegated by the President of the institution.

Scientific and Technical Councils appraise the unit's plan of scientific activities, state its view on the creation, transformation or abolition of organic units, deliberate on the distribution of the teaching service, state its view on the creation of study programmes and approve the curricula, play other roles assigned under the law or the statutes.

Pedagogic Councils state its view on educational guidelines and teaching and assessment methods, promote the assessment of the educational performance of teachers, appraise complaints regarding educational shortcomings, approve the regulation for the assessment of students' performance and exercise other duties laid down by law and the statutes.

Administrative Councils exercise the powers inherent in administrative autonomy and entrusted by the Management Council.

CI&DETS Coordinator represent the Centre before other organs of the institute, lead the Scientific Council and manage the unit's services, exercise roles foreseen by law and the statutes and assigned by the President or other organs of the institute.

CI&DETS Scientific Council elect the Coordinator, choose the advice standing committee, state its view on all documents laid by the Coordinator and approve research projects.

A7.2. Adequacy of the management bodies (article 40th e) and f) of RJIES):

General Council composed of teachers/researchers, students and external figures (relevant knowledge and experience for IPV). Normally meets 4 times a year, in addition to extraordinary meetings convened by the President. UO Presidents and personalities invited to give opinion on issues of their expertise can participate, without right to vote. IPV president attends meetings, without right to vote.

The Management Council is composed of IPV President, Vice-President and IPV Administrator. The IPV President can also appoint 1 or 2 members of recognized competence in management areas, freely chosen among the staff. The Council can delegate the duties considered necessary for a more effective management to OU organs and service managers.

The Academic Council is composed of: IPV, OU, RA, STC, PC Presidents, CI&DETS Coordinator, IPV/OU SA Presidents, IPV/SAS Administrators. Normally meets twice a year and, on extraordinary basis, whenever the President convenes it. Work can be conducted in plenary sessions or in specialized commissions. Can invite to participate in meetings, without the right to vote individuals whose presence is considered an advantage for the analysis of the issues under appraisal.

The Quality and Assessment Council is composed of: IPV President that can delegate to Vice-President in charge of assessment, UO Presidents, who can delegate on a Vice-President, Presidents of OU ComAQ, Quality Manager and representative of the IPV SA. Normally meets 4 times a year and, on extraordinary basis, whenever the IPV President convenes a meeting. Individuals whose presence is considered an advantage for the analysis of the issues under appraisal can participate, without the right to vote.

The OU Representatives Assemblies are composed of career teachers/researchers, assistants or hired teaching staff, students and non-teaching staff. The competences of the Assemblies are limited by the competences awarded to other organs, by virtue of law or statutes.

The Scientific and Technical Council is composed of representatives elected by the career teachers and representatives of research facilities positively assessed. The members of the Council cannot state their view on issues related to acts connected to the career of teachers with a higher rank and on competitions or examinations in relation to which they meet the conditions to be opponents.

The Pedagogic Council is composed of an equal number of teachers and students, being elected under the statutes and regulation.

The Administrative Council is composed of the OU President, Vice-President, the clerk or an element of non-teaching staff.

The Scientific Council of CI&DETS is composed of representatives elected by the group of career teachers/researchers and remaining full-time teachers and researchers, with a contract of at least 1 year and holding a PhD. The Scientific Council can include invited members among teachers or researchers from other institutions or personalities with recognized expertise.

A7.3. Internal system of quality assurance (article 4th, no. 1 c) of RJAES):

There is, at institutional level, not being certified by A3ES (go to A7.3.2)

A7.3.1. System evolution (when system certified by A3ES)

<no answer>

A7.3.2. Brief description of system (when system not certified by A3ES):

The IPV internal quality assurance system is in effect across the whole institution. Complies with the European Standards and Guidelines and the quality parameters of the Agency for Assessment and Accreditation of Higher Education, and uses the quality assurance manual as an internal reference document, mandatory for all collaborators, built under the requirements for quality management systems set in the reference standard ISO 9001. The manual is based on a PDCA structure (plan, do, check, and act). The system is planned pursuant the institutional strategy, the quality policy and the management documented procedures (IQAS planning and review and training offer management). The IPV President approves the system planning documents (quality policy, manual reviews, objectives maps, action plans, audit programmes, among others) proposed by the Quality Manager, and the Quality and Assessment Council is responsible for its ratification. The IPV President also approves the institutional training offer, after provision of advice from the Academic Council on the organic units' submitted proposals. It is responsibility of the IPV government bodies the establishment of the adequate resources for the normal operation of the core activities and of the supporting services (human, financial, facilities, and materials). These resources management complies with the documented procedures for this purpose. Core activities: international cooperation, teaching and learning activities, research and activities developed with and for the community complies with the annual planning and with the documented procedures. A set of services (legal support, complaints management, academic, social, documentation, IT, and other residual services) assures technical and administrative support to the core activities and to the government bodies. The activities of these services are described in the quality assurance manual and are carried out according to the annual planning. At regular intervals: audits are carried out by internal auditors; satisfaction surveys are applied to costumers; questionnaires on students and teachers satisfaction with curricular units, on students' satisfaction with the schools and the study programmes, with internships, dissertations or projects, on employing entities satisfaction and on graduates' satisfaction are applied; and conformity of services, activities and resources is checked.

System monitoring, also carried out at regular intervals, is responsibility of the quality manager and of the Organic Units Quality and Assessment Comissions. System monitoring is held on the basis of qualitative and quantitative information about objectives and performance indicators, audits programme, improvement opportunities, nonconformities, satisfaction surveys ans questionnaires, and characterization indicators. Monitoring data, as well as process and system effectiveness is presented to the Quality and Assessment Council for analysis, and, as needed, for the definition of best practices which will be considered in the following yearly planning. Monitoring data also serves as decision basis of other government bodies, namely with respect to training offer management. Quality documents are released to the academic community, through its representatives, upon approval. Using the A3ES appraisal criteria, IPV performed its IQAS self-asssessment, presenting the results as follows: Institutional policy for quality – very advanced development: The objectives, functions, actors and responsibilities of the quality system are clearly and objectively defined and documented and the documentation and definition of responsibilities are very well organised, helping to promote the system as a whole. Scope and effectiveness of the procedures and structures for quality assurance, related to the basic aspects of the institutional mission – substantial development: Most of the quality assurance procedures are in place within the item under consideration. Most of the information collected is used as a tool for management and quality improvement. Instances of poor quality are effectively detected and the quality assurance procedures promote improvement and change. Teaching and learning – very advanced development: All essential procedures for quality assurance within the item under consideration are in place. The information is used in a systematic way and there is consistent evidence that this use is oriented towards the continuous improvement of teaching and other activities. Instances of poor quality are systematically identified and treated effectively. An effective monitoring of action plans for improvement is installed. The organisational culture supports innovation and the design and implementation of new ideas. Targeted research and high level professional development – substantial development: Most of the quality assurance procedures are in place within the item under consideration. Most of the information collected is used as a tool for management and quality improvement. Instances of poor quality are effectively detected and the quality assurance procedures promote improvement and change. Interaction with society – substantial development: Most of the quality assurance procedures are in place within the item under consideration. Most of the information collected is used as a tool for management and quality improvement. Instances of poor quality are effectively detected and the quality assurance procedures promote improvement and change. Policies for staff

management – partial development: There are some procedures for quality assurance within the item under consideration, but the collected information is not used systematically. The quality assurance processes are sufficient to identify instances of poor quality, although their aim is essentially to maintain the existing level of quality. Support services – substantial development: Most of the quality assurance procedures are in place within the item under consideration. Most of the information collected is used as a tool for management and quality improvement. Instances of poor quality are effectively detected and the quality assurance procedures promote improvement and change. Internationalization – very advanced development: All essential procedures for quality assurance within the item under consideration are in place. The information is used in a systematic way and there is consistent evidence that this use is oriented towards the continuous improvement of teaching and other activities. Instances of poor quality are systematically identified and treated effectively. An effective monitoring of action plans for improvement is installed. The organisational culture supports innovation and the design and implementation of new ideas. Relationship between the quality assurance system and the governance and management bodies of the institution – substantial development: The quality assurance system is connected with the activities and the strategic management of the institution. The information generated is used for the development of the institution. Evidence of this interconnection is presented, as well as of the monitoring and improvement of the institution's performance. Participation of internal and external stakeholders in the processes for quality assurance – between substantial and very advanced development: All internal stakeholders are actively involved and engaged in the operation of the system, not only in formal terms but also in practice. External stakeholders also participate in the processes of quality assurance. Information System – mechanisms for the collection, analysis and internal dissemination of information; comprehensiveness and relevance of the information collected – very advanced development: The institution has well established procedures for the collection, processing and analysis of information, geared to the different internal stakeholders. There is consistent evidence that, in its internal communication policy, the institution is actively focusing on quality. Publication of relevant information to external stakeholders – between partial and insufficient development: The perspective of external stakeholders was considered in the system planning, but not consistently. They are not provided with information. Monitoring, evaluation and continuous improvement of the IQAS – very advanced development: There is consistent evidence that the institution monitors, evaluates and systematically improves the operation of the quality assurance system and follows closely its impacts and consequences. The IQAS, taken as a whole – substantial development: The system covers most of the activities of the institution. There is clear evidence that the quality assurance system is effective in promoting the continuous improvement of the activities of the institution. The quality assurance procedures are an articulate and well-defined whole, which works well.

A7.3.2.1 Link to quality manual:
https://drive.google.com/drive/folders/0B8umH4CfIIRNUE5xN285aG1SaUU?usp=sharing

A8. Teaching

A8.1. Demand and admission (article 4th, no. 2 c) of RJAES):
The Polytechnic Institute of Viseu is committed to broadening the social base of students' recruitment process, facilitating learning opportunities: in emerging areas of the labour market, specifically directed to working students' which intend to increase or improve their qualifications and professional skills, and of technical training in work context.
The Polytechnic Institute of Viseu training offer is divided in four major typologies: first cycle study programmes, second cycle study programmes, postgraduate study programmes (including short courses) and professional technical study programmes.
Access and entry in first cycle study programmes is held through the National Competition for Access to Higher Education, Special Access Schemes, Special Access Competitions (Special Access for the over 23, Special Access for holders of a technological expertise diploma or a professional technical diploma, Special Access for holders of a Higher Education degree, Special Access for international students), and also through the process of re-entrance or institution/study programme change.
Access and entry in second cycle study programmes is held through direct application, under the terms of a public notice. It is up to the organic unit the assessment and ranking of the applicants.
Holders of secondary education diploma, or legally equivalent, people approved in the special exams for the over 23, and students holders of the 10th or the 11th secondary level of education, or legally equivalent, without secondary education diploma, considered suitable through a competency assessment test may apply to professional technical study programmes. May also apply, to professional technical study programmes, holders of a technological expertise diploma, of a professional technical diploma or of a higher education degree aiming for a professional re-qualification. Access is held through internal competitions, regulated by separate statute. Graduated students may apply to first cycle study programmes in the same area.
Access and entry in postgraduate study programmes or other on-awarding degree courses is governed by specific regulations and can be held through direct application, under the terms of a public notice. It is up to the organic unit the assessment and ranking of the applicants.
Given the target audience for the Polytechnic Institute of Viseu training offer, the following activities are carried out with a view to new students' recruitment: institutional dissemination by means of distribution of brochures, pamphlets, and other advertising materials; publicizing through various media; accomplishment of events addressing students from the secondary level (such as Dias Abertos); and attendance to regional, national and international employment and training events and fairs.

A8.2. Academic success (article 4th, no. 2 d) and e) of RJAES):
The IPV is currently developing a set of procedures that aim to carry out continuous assessment of its educational success, based on a set of descriptive variables that may represent major influence factors for the success or failure: external factors (geographic origin, student's family and cultural context, professional experience or any other factor of social nature) and internal factors (student's profile, work experience, teachers' profiles, governance, pedagogical and scientific structure, as well as the possibility of course change and a better student's integration to prevent a

possible drop-out).

The different study cycles are organised to provide students with a full vision of the basic instruments that may be used in their future professional functions and the curricular units are structured to allow a progressive acquisition of knowledge for each and every student (from the introductory curricular units to the more complex ones). Generally, theoretical expositions used to clarify topics, questions and doubts are combined with the subsequent practical assignments where students are given the opportunity to confront knowledge with problems to exercise their technical, scientific and social abilities, to assess the alternatives and to find solutions. The learning results are implemented and assessed based on classical assessment methods, complemented by other more innovative methods, like the students' participation and presentation of projects, involvement in research activities, seminars, etc. Learning results are defined in accordance with students and aim at certifying what they know (theoretical knowledge), what they understand (critical capacity) and what they are able to do (capacities, competences and attitudes). IPV students' heterogeneity (via National Admission Competition, aged over 23 admission, students who hold other titles, etc) has been giving rise to the implementation of differentiated learning rhythms and learning pathways which enrich the whole individual and collective learning system, both from a technical and scientific point of view and from the building of extremely rich social dynamics. These learning formats, student-centred and inclusive, are tools that will increase the students' autonomy, critical capacity and dynamism.

The curricular structures and the learning processes implemented have been aiming at the improvement of the students' results using increasingly flexible dynamics between the organic units and the educational and training offers and with fluctuations that have to do with the students' heterogeneity.

That way, the mean progression rate in the different curricular units is 66%, although the percentage value is lower in courses belonging to Management/Accounting and Engineering areas. Students need, in average, 3.8 years to conclude their higher education courses. These values vary between 3.4 and 4.9 years (the period of time is higher in Management/Accounting and Engineering areas).

IPV has been evaluating the school dropout issue in order to define measures that might be implemented to prevent this kind of situation or to bring back students' who quit school.

Taking into account the school dropout observatory, data collected in 2016 and that include school years between 2012/2013 and 2014/2015 show a school dropout rate between 13 and 16% with a higher incidence among students who had one single enrolment (between 16 and 26%) and among students who didn't get any sort of education grant. We could observe a school dropout rate that really needs to be reduced among students who leave school after 5 enrolments and with more than 150 ECTS. This situation may be mitigated with the implementation of appropriate measures, like the increase of the amount of hours devoted to the support provided to students attending curricular units with a higher failure rate in order to supervise the execution of their work and supervise the execution of the final papers/monographs.

The measures implemented aim at promoting an enabling environment that will provide a better integration of students in the higher education context and enabling their best performance through the use of active learning methods and innovative learning/teaching/assessment processes.

The following are some of the measures implemented to promote the students' success and integration and reduce the school dropout levels:

- Definition of signaling, counseling and support procedures to the students;

- Development of programs for students' integration/tutorial meetings, specific and personalized monitoring and support, psychological and medical services (Psychological guidance and support);

- The use of active learning methods and innovative teaching/learning/assessment processes (active classroom methods, discussion groups, problem-centered learning, integration in research, development and innovation activities, modular teaching, etc);

- Involvement of the different levels of the academic organization (Organic Units' Presidents, course committees, pedagogical councils, students' associations) in integration activities and in the execution and implementation of extracurricular activities that will provide students with other types of competences (personal, artistic, professional, organizational, …) that will promote and motivate them and, at the same time, will contribute to the strengthening of the students' sense of belonging and cohesion;

- Giving all the support and looking for new types of activities in order to provide financial support to students who don't meet the requirements to benefit from social support, but have a personal and/or family income too low to allow them to proceed with their higher education studies (students' assistance fund promoted and implemented by the students' associations, partnerships with local entities in order to create specific grants and to sponsor social support initiatives, …).

A8.3. Link to oriented research (article 4th, no. 2 h) of RJAES):

IPV implements an applied research strategy, student-centered, favouring the active role of students in the learning process and allowing them to achieve higher motivation levels and better knowledge and competences acquisition, based on mechanisms of promotion and improvement of the scientific, technological, artistic and professional development activities.

This strategy depends on the implementation of coordination mechanisms between teaching and research and innovation from the early years.

In the different curricular units (CU) of the study cycles offered, active classroom methods based on the exposition of case studies, on discussion groups and on a problem-based learning are adopted allowing students to identify research problems, to promote the debate, to interpret and to produce justifications, solutions or recommendations. Data collection and processing activities are approached when the CU context allows it and, whenever possible, field trips are organized to contextualize and experiment knowledge in a real-life context.

There is a real concern in verifying the coherence between the results obtained and the questions asked in the researches in progress.

With these methods, inspired in inclusive and content-integrative teaching principles, used to stimulate the construction of knowledge and the understanding of concepts, we want students to learn how to learn and to get used to experience and solve problems related with their future jobs.

Cooperative learning is promoted and encouraged to allow students to share ideas and information and to promote discussion/reflection on the research conclusions. When possible, those processes culminate in oral and/or written

presentations.
In parallel, students are integrated in research, development and innovation activities (RD&I) and in knowledge dissemination activities, whether they're RD&I projects in progress, or tasks resulting from the CU dynamics or as activities carried out as research initiation scholarship holders. The real context allows the students' involvement in the problem, which is the main point of the whole process, since this problem will stimulate learning and the development of the students' competences.
Students are encouraged to develop research, selection and information analysis skills, while they gain a higher critical capacity and a better preparation to accomplish results through publications and dissemination activities where they are invited and included as central elements and seen as sources of knowledge. Simultaneously, teamwork capacity is reinforced.
The learning and guided research methods are central strategies to obtain learning results related to attitudes, personal and interpersonal competences, ensuring a more solid acquisition of knowledge.

A8.4. Integration of graduates in the job market (article 4th, no. 2 f) of RJAES):

The integration of the Polytechnic Institute students into working life starts during the study period, when they are given the opportunity to carry out their final course projects in a real work context.
This training component aims the theoretical knowledge application and contemplates the accomplishment of real activities under guidance.
Signed protocols, with public and private institutions owning specif adequate characteristics both in the training fields and the labour market, is the chosen method to provide this experience to students.
This training component has pedagogic, professional and academic character.
The Polytechnic Institute of Viseu also commits with entrepreneurship initiatives, challenging students' initiative, creativity, innovation and autonomy, promoting students' self-employment.
In a context, deprived of knowledge, with funding shortfall and operating in a pressure environment to generate own revenue, development of entrepreneurship implies the establishment of a culture of risk, demand and discovery. Innovating teaching and learning methods, encouraging students' autonomy, independence and students' constant seek for answers is essential to foster this culture.
Also requires the delivery of specific training programmes on business creation and new business release. Entrepreneurship training is, nowadays, as necessary to management or economy students as to engineering, humanities, sciences or art students.
The integration of the Polytechnic Institute students into working life is also supported by a set of services, provide by the Professional Integration Services. These services include the dissemination of: employment opportunities, internship opportunities, aiming to facilitate the integration process into working life, training and professional development activities, aiming the acquisition of key work skills, volunteering experiences, aiming the acquisition of professional and personal skills in order to acquire a sense of citizenship and a spirit of solidarity.
The Professional Integration Services makes available, through the institutional web page, two pools: an employment pool, which allows candidates and companies registration, and a teacher recruitment pool, which allows candidates registration.
To assess the path of graduates, the Polytechnic Institute of Viseu foresees the application of an institutional questionnaire on graduates' satisfaction triennially. In intermediate years a short version of this questionnaire will be applied. So far the questionnaire on graduates' satisfaction has been applied only once in its short version.
The database available in http://infocursos.mec.pt/ is also used as a source to assess the path of graduates.
So far, the global monitoring of the institutions' graduates path has never been drawn.

A9. Teaching staff

A9. The teaching staff (article 4th, no. 1 b) of RJAES, 44th, 45th and 49th articles of RJIES):

OWN TEACHING STAFF, according with the submitted curricular files
The IPV own teaching staff overall allocation of is in accordance with the legal requirements in force.
It is composed of 300 teachers who represent 65,65% of its global teaching staff.
32 (10,67%) of those teachers belong to the Agrarian School of Viseu and represent 85,56% of the teaching staff of this school; 75 (25,00%) belong to the School of Education of Viseu and represent 84,07% of the teaching staff of this school; 23 (7,67%) belong to the Health School of Viseu and represent 73,32% of the school teaching staff; 147 (49,00%) belong to the School of Technology and Management of Viseu and represent 89,85% of the school's teachers; 23 (7,67%) belong to the School of Technology and Management of Lamego and represent 76,67% of its teachers.
As far as the institute own teaching staff is concerned, there are 22,92 students per doctorate. In the Agrarian School of Viseu, there are 18,86 students per doctorate; 23,21 students per doctorate in the School of Education of Viseu; 28,39 students per doctorate in the Health School of Viseu; 21,70 students per doctorate in the School of Technology and Management of Viseu; 26,16 students per doctorate in the School of Technology and Management of Lamego.
The number of doctorate teachers for each 30 students in the Polytechnic Institute of Viseu amounts to 1,31. In the Agrarian School of Viseu they are 1,59; in the School of Education of Viseu they are 1,29; in the Health School of Viseu doctorates for each 30 students are 1,06; in the School of Technology and Management of Viseu they are 1,38; in the School of Technology and Management of Lamego there are 1,15 doctorate teachers for each 30 students.
This teaching staff also possesses the qualification and stability legally required.
TEACHING STAFF'S QUALIFICATIONS, according with the submitted curricular files
The institute's own teaching staff is composed of 213 doctorate teachers (71,00% of the institute's own teaching staff and 62,17% of the global teaching staff).
5 of the 213 doctorate teachers are coordinating professors with aggregation and 17 are specialists.
21 (9,86% of the doctorate teachers) of these teachers belong to the Agrarian School of Viseu, which represents 65,63% of the school own teaching staff and 62,13% of the school global teaching staff; 58 (27,23% of the doctorate) are currently working at the School of Education of Viseu which represent 77,33% of the school own teaching elements and 66,90% of the school global teaching staff; 23 (10,80% of the doctorate teachers) belong to the Health School of

Viseu, representing 100,00% of the school's own teaching force and 77,70% of the school global teaching staff; 92 (43,19% of the doctorate teachers) are currently part of the School of Technology and Management of Viseu, representing 62,59% of the school's own teaching staff and 56,72% of the school global teaching staff; 19 (8,92% of the doctorate teachers) belong to the School of Technology and Management of Lamego, representing 82,61% of the school's own teaching staff and 62,71% of the school global teaching staff.

The institute's own teaching staff also includes 61 masters (20,33% of its own teaching staff and 17,81% of the global teaching staff). The teachers holding a master's degree are distributed as follows: 9 (14,75% of all the masters) belong to the Agrarian School of Viseu and represent 28,13% of the school's own teachers and 26,63% of the school global teaching staff; 11 (18,03% of all the masters) belong to the School of Education of Viseu and represent 14,67% of the school's own teaching body and 12,69% of the school global teaching staff; 39 (63,93% of the masters) belong to the School of Technology and Management of Viseu and represent 26,53% of the school's own teachers and 24,04% of the school global teaching staff; and 2 (3,28% of all the masters) belong to the School of Technology and Management of Lamego and represent 8,70% of the school's own teachers and 6,60% of the school global teaching staff.

The institute's own teaching staff also includes 26 teachers holding a bachelor's degree (8,67% of its own teaching staff and 7,59% of the global teaching staff). 2 of these teachers (7,69% of the bachelor's degree holders) belong to the Agrarian School of Viseu and represent 6,25% of the school's own teachers and 5,92% of the school global teaching staff; 6 of these teachers (23,08% of the bachelor's degree holders) belong to the School of Education of Viseu and represent 8.00% of the school's own teachers and 6,92% of the school global teaching staff; 16 (61,54% of the bachelor's holders) belong to the School of Technology and Management of Viseu and represent 10,88% of the school's teachers and 9,86% of the school global teaching staff; and 2 (6,60% of all the bachelor's degree holders) belong to the School of Technology and Management of Lamego and represent 8,70% of the school's teachers and 6,60% of the school global teaching staff.

The IPV global teaching staff is composed of 243 doctorate teachers (225.05 FTE). 30 of these are part-time teachers and represent 12.05 FTE.

43 (12,23%) teachers are studying to get their doctorate for at least a year, 8 (21,39%) of those teachers are from the Agrarian School of Viseu; 9 (10,09%) are from the School of Education of Viseu; 24 (14,67%) are from the School of Technology and Management of Viseu and 2 (6,67%) of those teachers are from the School of Technology and Management of Lamego.

The IPV adopted the procedures it thought were appropriate to ensure that its teaching staff possesses the qualification and competence that are crucial to perform their function properly and that are appropriate to their mission. Those procedures are described in the Evaluation Regulation of the Performance of the Teaching Staff of the Polytechnic Institute of Viseu (Order n.º 14000/2012, October 26th).

STABILITY OF THE TEACHING STAFF, in December, 31st 2016
At IPV, 234 (82,11%) of the 285 teachers who work full-time have an employment contract of indefinite duration. 90,63% of the own teachers of the Agrarian School of Viseu; 83,08% of the own teachers of the School of Education of Viseu; 100,00% of the own teachers of the Health School of Viseu; 76,92% of the own teachers of the School of Technology and Management of Viseu; and 82,61% of the own teachers of the School of Technology and Management of Lamego have an employment contract of indefinite duration.

TEACHERS' AGING LEVEL, in December, 31st 2016
The IPV own teachers' average age is 47,72 years old. In the Agrarian School of Viseu, the teachers are 46,69 years old in average; 47,02 in the School of Education of Viseu; 54,18 in the Health School of Viseu; 47,99 in the School of Technology and Management of Viseu and 43,26 in the School of Technology and Management of Lamego.
According to their age group, 41,05% of the institute's own teachers fit in the 40 to 49 age group; 34,74% fit in the 50 to 59 age group; 16,84% fit in the 30 to 39 age group and 7,37% fit in the 60 to 69 age group.
In the Agrarian School of Viseu, 71,88% of the teachers fit in the 40 to 49 age group; 21,88% fit in the 50 to 59 age group; 6,25% fit in the 30 to 39 age group.
In the School of Education of Viseu, 41,54% of the teachers fit in the 50 to 59 age group; 27,69% fit in the 30 to 39 age group; 24,62% fit in the 40 to 49 age group and 7,32% fit in the 60 to 69 age group.
In the Health School of Viseu, 68,18% of the teachers fit in the 50 to 59 age group; 18,18% fit in the 60 to 69 age group; 9,09% fit in the 40 to 49 age group and 4,55% fit in the 30 to 39 age group.
In the School of Technology and Management of Viseu, 46,85% of the teachers fit in the 40 to 49 age group; 31,47% fit in the 50 to 59 age group; 12,59% fit in the 30 to 39 age group and 9,09% fit in the 60 to 69 age group.
In the School of Technology and Management of Lamego, 39,13% of the teachers fit in the 40 to 49 age group; 39,13% fit in the 30 to 39 age group and 21,74% fit in the 50 to 59 age.
The teachers' aging index is 1,29. The index is 1,00 in the Agrarian School of Viseu, 0,89 in the School of Education of Viseu, 11,00 in the Health School of Viseu, 1,78 in the School of Technology and Management of Viseu and 0,11 in the School of Technology and Management of Lamego.

A10. The scientific and technological activity (article 4th, no. 1 d) of RJAES)

A10.1. Scientific research, technological development and high level professional development (article 4th, no. 2 g) and i) of RJAES):
Twenty-first century higher education institutions are characterized by knowledge production and dissemination, created through research, development and innovation activities, which is pretended to be transferred and used in economic, social and cultural development of the community.
Pursuing this goal, presupposes organization, leadership and stimulus, not limited to a pure financial and material sphere, to research facilities and to researchers.
It is therefore important: the development of research activities in different areas, with special emphasis on applied research – units and consortia with extensive enterprise participation; the promotion of cooperation and exchange with other, national and foreign, research units or centres, bearing in mind research internationalization and research

and development projects execution (multidisciplinary, interdisciplinary and trans-disciplinary); the reinforcement of institutional critical mass, at doctoral and post-doctoral levels; the development of research and development joint projects; the promotion of national and international scientific events; to deepen the study and development of media resources inclusion in various teaching and learning contexts; the promotion of knowledge of the human being, given societal and cultural aspects; to carry out studies and works oriented to organizations requirements; the promotion of systemic and multidisciplinary analysis framework on the relationship between education/training and research and development; the incitement of clinical supervision and health quality, pedagogical supervision and education quality; the development of business sector competitiveness, through knowledge, innovation and technology transfer dissemination; and to favour the connection between educational and research systems, on a educational renewal prospect, especially concerning post-graduate studies.
Financed projects revenue: 2014: 1623142.74€; 2015: 2441806.66€; 2016: 511488.98€

A10.2. Consultancy policies (article 4th, no. 2 l), m) and n), of RJAES):

The Polytechnic Institute of Viseu has been involved within the region where it operates, but clearly still below the installed potential. This relation lacks effectiveness, in many cases, in terms of boosting the regional economic, social and cultural network. The Polytechnic Institute of Viseu link to the community shall constitute an essential component of the strategy of the institution, directly or through the Development and Research Association of Viseu (ADIV), the interface unit of the Polytechnic Institute of Viseu.
The Polytechnic Institute of Viseu has the responsibility to favour activities leading to a close interaction with the surrounding environment, not only of business nature but also of institutional or associative nature. This is, in fact, one of the central missions, which, partially, justify the higher education system. If teaching and research easily integrate in this liaison with civil society dynamic (providing education to the population and contributing to social interest knowledge development), the interaction and service to community imposes a strategic structuring which ensures the involvement of the institution to a deepest, consolidated and effective level.
This approach passes through: reinforcement and strengthening of the existent interface infrastructures, promoting closer collaboration of teachers, in their specific fields; promotion of new interface infrastructures, in fields whereby justifiable (weather for the provision of services or for applied research or even training component). These new realities must arise from opportunities and needs detection processes, in articulation with the directly involved teaching or research units; reorganization of the administrative component of the Polytechnic Institute of Viseu, namely accounting and financial areas, in order to expedite implicit procedures regarding collaboration between teachers and external entities; establishment of internal performance recognition mechanisms for teachers regarding liaison with civil society, in order to promote individual initiative and commitment, strongly driven characteristics to fulfill this strategic area of the Polytechnic Institute; support and encourage social responsibility experiences, both of staff and students, through volunteering promotion and social and cultural intervention.

A10.3. Own revenue aquisition policies (article 4th, no. 2 o), of RJAES):

Apart from revenue of research projects, tuitions and other fees the Polytechnic Institute of Viseu favours specialized services to community as its main activity for the collection of own revenue.
Specialized services to community are a set of activities, involving institutional human and material resources, provided to external entities, without specific funding programme framework, and, therefore, the corresponding financial charges are fulfilled with revenue arising from the provision of those services. Specialized services to community include, among others framed in the Polytechnic Institute own duties, projects, studies, consulting work or the like; laboratory work, such as analyses and tests; research and development projects; and training activities.
Collection of own revenue, through specialized services to community, assumes, admittedly, a scientific and technical level compatible with the Polytechnic Institute functions and dignity, which can not, in any case, conflict with professional ethic principles or the interests of the institution.
Material stimulus, in the form of additional return, to teachers, researchers and other staff directly involved in the specialized service provision, is expected, without prejudice of teachers' exclusive basis rules in force.
Besides this activity, the Polytechnic Institute of Viseu also collects own revenue through agricultural and livestock products sale, space and equipment rental, and through publications and printed matter.
Also considers, as own revenue, the collection of public or private entities financial support.
Value of collection in the past three years:
2014: 5418947.02€ from which 4401458.02€ are tuitions
2015: 5310177.13€ from which 4392969.70€ are tuitions
2016: 5338777.17€ from which 4271251.36€ are tuitions

Questions A11. to A13.

A11. National cooperation policies (article 4th, no. 1 e) and no. 2 j) of RJAES):

The Polytechnic Institute of Viseu has gradually emerged as a regional cohesive reference and a regional development promoter. However it is now time to render more effective the provision of services to community and to actively work both for economic value of scientific and technological knowledge and to create an appropriate educational environment to deliver vocational and knowledge update training.
This purpose can not be achieved without enhanced cooperation with, national and international, colleague institutions, in order to jointly articulate and pursue knowledge and culture production and dissemination activities.
In this prospect it is considered important to strengthen and generalize the organic units' options in the following courses of action: encourage associations with other higher education institutions, bearing in mind the joint coordination of research activities, as well as joint degrees creation, sharing resources, without prejudice of self-identity and autonomy of the institutions involved; scrupulous pursuit the institution right and obligation to participate in education and research policy formulation, adopting a position on all legislative initiatives in terms of higher education and scientific research as well as in terms of higher education spatial planning; encourage the inclusion in

international networks, promoting partnership and cooperation with international higher education institutions, scientific organizations and other international institutions, within the framework of cooperation with the European Union, the Community of Portuguese-Speaking Countries and other agreements signed by the Portuguese State; consolidation of association or cooperation agreements with colleague institutions, to encourage students and teachers mobility, having in mind the creation of the European Higher Education Area as well as the Lusophone Higher Education Area.

A12. Internationalisation policies (article 4th, no. 1 e) and no. 2 j) of RJAES):

The international cooperation of the Polytechnic Institute of Viseu (IPV) is preserved in its statutes and promotes, directly or through its schools, the integration into networks, partnerships and cooperation relations with foreign higher education institutions, international scientific organizations, and other institutions, in particular within the European Union, bilateral or multilateral agreements signed by the Portuguese Government. The IPV also promotes cooperation within the Portuguese speaking countries for the purpose of joint coordination activities. Actions and international cooperation programmes must be compatible with the nature and purposes of the Institute and its schools and take into account its strategic development and broad lines of national policy, especially in what concerns education, science, culture and international relations.

For choosing partners it will be considered the academic offer, learning and training conditions, teaching and learning language, facilities and viability for joint projects development, both in terms of teaching/training and research that may bring skills development benefits to students, teachers and staff.

With regard to geographical areas, particularly in Europe, priority is given to countries that allow the development of activities in English, offer learning / training opportunities suitable to students and staff needs, have proper socioeconomic conditions to our participants and might be a member of a sustainable partnership for future international cooperation projects development. As for non-European countries, priority is given to the Portuguese-speaking countries. The IPV aims to increase the number of agreements with higher education institutions and other organizations in these countries not only on the academic cooperation activities point of view, but also on the perspective of students and staff training. In this sense the IPV is part of a set of institutions that signed cooperation agreements with Brazil in order to receive students from this country. The IPV has a support service to Portuguese-speaking countries students that not only receives and integrates students from these countries at the institution, but also aims to cooperate in the dissemination of the cultural heritage of these countries, reinforcing the existing bridges. The internationalization policy adopted by the Polytechnic of Viseu is aimed at promoting cooperation, exchange and mobility as fundamental means to achieve the following objectives: quality in training, based on the principle of broadband education, including development of key-competences, stimulus of entrepreneurship, creativity, autonomy and high-level performances, in order to promote employability; lifelong learning, enhancement of learning and training opportunities; improvement of recognition and transparency of qualifications and skills, in order to increase international mobility for study or professional purposes; high level research patterns and promotion of knowledge production/transfer, innovation and cooperation with social partners; intercultural comprehension, language learning and transnational citizenship; quality in services, based on international good practices, including the enhancement of social dimension in higher education; quality and innovation at all institutional levels, including contents, methodologies and practices, with emphasis on ICT; equal opportunities.

The main target public for international cooperation activities is students both from 1st and 2nd cycle, either for study periods or placements. Students integration in internships will be encouraged, both for curricular and extracurricular training, taking the advantages from the IPV membership in the largest Portuguese Regional Consortium "Erasmuscentro" which gathers all polytechnics in the central region of Portugal.

Our staff is also a priority in the field of international cooperation mainly for the development of teaching assignments, training and other research projects that strengthen the synergies created for the benefit of IPV national and international students.

A13. Facilities (article 4th, no. 1 h) of RJAES):

The exponential rate of science and technology development, the internationalization, and the globalization involve new facilities requirements and new working environment configurations. Consequently, the Polytechnic Institute of Viseu must behave as a sustainable development agent, contributing to the global competitiveness increase of society. Increasingly, sustainability and the respect for ecosystems are determining factors for learning and research success, since they contribute decisively to the motivation, achievement and the happiness of people.

The need to implement different ways of teaching, as seen with the growing importance of tutorial teaching, the foster of new audiences, and new teaching projects, must involve the availability of versatile, multipurpose, and flexible school spaces, requiring change, transformation, and adaptation of the existing spaces. Innovative campus shall provide the best services, social satisfaction, and leisure areas to enhance interactivity work of students and researchers teams and facilitate the setting of mixed teams, involving community and enterprises.

It is possible to plan a campus, environmentally sustainable, based on modern principles of cost reduction, by exploiting the available IT facilities, where simple and aggregated spaces enable communion with nature.

The environmental friendly degree of a campus must be a key element of performance analysis of its spaces and places. The connection with the city, the creation of squares and the sustainability of buildings (energy consumption, CO_2 levels, solar energy use, water recycling or reuse level, bio-climatic solutions for roofs and facades) form key components to ensure one harmonious and sensitive spatial model.

The Polytechnic Institute of Viseu has a broad set of capabilities indispensable to the foundations of quality training, combining, in perfect harmony, pedagogic and research facilities, as well as study, social, leisure, well-being, and students' support facilities. Laboratories, classrooms, workshops, computer centres, libraries, research centre, virtual campus (wireless and e-learning) among other properly equipped spaces with adequate contemporary technology. But also medical and psychological assistance, entrepreneurship, professional integration services, multipurpose building, performing arts animation and training centre (CAFAC), master lecture, television studio and on-line television, inter alia. Conducive spaces for a full academic experience: indoor sport complex, football grass-field, tennis fields, outdoors sport complex and green areas, three student residences, cafeterias, snack-bars and broad parking areas.

Polytechnic Institute Campus area: 145204.00 m2

CENTRAL SERVICES BUILDING: useful area: 2447.00 m2; gross area: 3856.00 m2; construction or remodelling year: 2002; conservation status: good
SPORTS LOCKER ROOMS: useful area: 110.66 m2; gross area: 160.61 m2; covered area: 167.00 m2; construction or remodelling year: 2002; conservation status: good
PERFORMING ARTS ANIMATION AND TRAINING CENTRE (CAFAC): useful area: 561.39 m2; gross area: 661.02 m2; covered area: 661.02 m2; construction or remodelling year: 2005; conservation status: good
CAMPUS SNACK-BAR/IPV STUDENTS ASSOCIATION: useful area: 242.71 m2; gross area: 288.16 m2; covered area: 416.88 m2; construction or remodelling year: 2002; conservation status: good
STUDENT RESIDENCE 1: useful area: 1777.83 m2; gross area: 1995.10 m2; construction or remodelling year: 1996; conservation status: good
STUDENT RESIDENCE 2: useful area: 1777.83 m2; gross area: 1995.10 m2; construction or remodelling year: 1996; conservation status: good
STUDENT RESIDENCE 3: useful area: 1882.00 m2; gross area: 2312.00 m2; construction or remodelling year: 2003; conservation status: good
MULTIPURPOSE PAVILION: useful area: 2656.55 m2; construction or remodelling year: 2013; conservation status: good
SPORT FIELDS: useful area: 9726.00 m2; construction or remodelling year: 1999; conservation status: good

Questions A14. to A16.

A14. Social mechanisms (article 4th, no. 1 i) of RJAES):

The Social Services of the Polytechnic Institute of Viseu are an Organic Unit with administrative and financial autonomy and with registered statutes. The organization chart proposes two major complementary areas: administrative and financial services, which support the student services provided, and student support services which carry out their activities in direct contact with students, through a number of services and support.
The Social Services act, essentially, to provide the most deprived students with the best study conditions, conducive to a greater educational attainment, through a number of services and support. Direct social support, such as scholarships and/or emergency aid, and indirect social support, such as accommodation and food, support to sport and cultural activities and other educational support.
The main social support mechanisms have proven very effective in view of the difficulties experienced by students and the available budget meets the main demands. However, in the food sector, to make affordable nutritionally-balanced meals, a targeted funding should be considered, since the amount paid by students is not sufficient to bear the real cost. This fund should enable services to practice more reasonable prices, fulfilling its social dimension. The same applies to the accommodation services.
In an attempt to rationalize resources, and because of the enormous financial constraints, the Polytechnic Institute of Viseu came to the decision to share accounting, supply, technical, maintenance, and human resources services with the Central Services of the Polytechnic Institute of Viseu. The same management philosophy was extended to the accommodation services, concerning the surveillance service. Without compromising its operations, surveillance services where centralized in a single student residence, and the control is performed with the help of an internal communications system.
To achieve the maximum profit of the existing resources, a mixed management model is in practice for the most part of services. Some units are directly managed by Social Services, other are concessioned to specialized companies.
SOCIAL SERVICES EXPENDITURE:
2014: personnel: 614236.65€; goods and services: 393764.55€; interest and other financial charges: 95.61€; financial transfers: 43700.00€; other current expenses: 6524.76€; funds: 9082.08€; total expenditure: 1067403.65€; scholarships (paid by DGES): 3186233.80€
2015: personnel: 557241.01€; goods and services: 435376.60€; interest and other financial charges: 145.47€; financial transfers: 147800.00€; other current expenses: 7663.47€; funds: 11290.75€; total expenditure: 1159517.30€; scholarships (paid by DGES): 3134015,11€
2016: personnel: 515175.80€; goods and services: 401775.88€; interest and other financial charges: 123.00€; financial transfers: 113424.62€; other current expenses: 13024.55€; funds: 11499.92€; total expenditure: 1055023.77€; scholarships (paid by DGES): 3 119 528.39€

A15. Public Information (article 4th, no. 2 p) of RJAES):

Relevant information to the public is mainly carried out through the institutional and schools websites and through media.
Through the institutional website are made public: the Polytechnic Institute of Viseu guide; the institutional training offer; the polistécnica newsletter; the scientific journal millenium; management instruments; human resources management data; legislation, regulations, and other relevant data; events (cultural, sport, and other); mobility schemes; access to higher education; employment opportunities; public tenders; IT support; scholarships, accommodation, food units, medical assistance and sports facilities; applications and research projects funding rules; and research projects news.
Through this website it is also possible to access to the IPV professionals list and IPV teaching staff recruitment list.
Through the organic units websites are made public: the organic units training offer; study programmes; access and entry conditions; career prospects; regulations; schedules; as well as other relevant information on the organic unit training offer.
On a daily basis, press releases are submitted to local and national media, making public the scientific, pedagogic and cultural activity of the institution.
There is no public dissemination of the internal quality assessment system documents.
Study programmes self-evaluation and assessment reports, as well as the agency decisions are released, but non-systematically.
There is no public dissemination of the monitoring results on graduates' employability.
Although the majority of the information is only available in Portuguese, some can already be consulted in English.

A16. Strategic plan (Summary):

The Polytechnic Institute of Viseu, through the diversity of its training offer, the development of applied research projects and the effective liaison to the business sector and other organizations, can be considered as a fundamental pillar of regional development, generating conditions for the innovation and strengthening of business competitiveness and organizations modernization.

Separately or jointly initiatives, projects, and other actions, at cultural, sport and social levels should also be emphasized in the Polytechnic Institute of Viseu regional relevance context.

The importance of the institution concerning the creation of jobs, the financial impact in commercial and other economic local activities and the contribution to the town's growth and vitality should also be noted.

Various constraints currently affect the Polytechnic Institute of Viseu: birth rate decrease, with direct impact in the reduction in the number of applicants; reduction in public funding, creating financial management difficulties, limiting the intervention capacity, impairing new investment, and, if continued, may have negative impact in training quality; high failure rates, in secondary schools, in mathematics, physics and chemistry, combined with the lack of interest for these disciplines, with direct impact in the reduction in the number of applicants to engineering courses, might cause the shortage of trained and qualified technicians, necessary for innovation and international competitiveness of the business sector; frequent inflections of high education supervisory policies, making institutional planning difficult; high education restructuring, recurring theme in the academic community and the political debate; existence of a hardly resolved cultural problem, concerning the continuing raising of the university subsystem, with implications on polytechnic attractiveness.

None the less, the Polytechnic Institute of Viseu presents a set of strengths which intends to, progressively, enhance: appropriate facilities and equipments; a well preserved campus, equipped with a diverse sports complex, with emphasis in the multipurpose pavilion in use by the academic community and opened to external users; perfectly integrated in the town, the IPV is considered as an important development agent; in the short term, will count with around 250 doctorates, reinforcing its scientific capacity and training quality, research and knowledge transfer; highlights entrepreneurship, promoting qualified entrepreneurial training through the business incubator; progressive increase of research activities, confirmed by the number of scientific publications in national and international conferences, and printed in scientific journals; connection with the community, via the participation of external personalities in the Polytechnic Institute management bodies, namely in the General Council, and through the accomplishment of work context training, placements in enterprises, applied research in partnership with the business sector, social intervention projects in partnership with municipalities and welfare Institutions, cultural and sporting programs, highlighting the Academy Theater, academic music groups, and the participation in the University Sports Confederation in a variety of sporting categories; diversified range of the training offer, covering areas such as education, social and environmental support and intervention, management, marketing and tourism, social communication, arts and multimedia technology, cultural animation, engineering and technology, health and agrarian sciences; despite tradition of inhabitants to attend high education institutions away from the region, some return and enter the institution, assigning the best testimonies about the Polytechnic Institute of Viseu and schools, on training quality, facilities and staff proximity.

Given the scenario described the Polytechnic Institute of Viseu intends to develop the following strategic guiding principles: value the Polytechnic Institute of Viseu as a structuring institution for the town and the region, strengthening the connection with the community. Are thereof good examples, Bizdirect and IBM installation on Campus, with direct impact on training quality, research and employability of the Polytechnic graduates; development, in an increasingly consistent way, of a comprehensive range of activities concerning students and teachers entrepreneurial capability development; reinforcing internationalization, allowing knowledge and experience exchange and the improvement of students, teachers and researchers qualification; reinforcing allocation of financial resources to research, apart from the external financing; promote applied research, preferably in articulation with the business sector, targeted to the development of new products and new productive processes; guarantee the permanent adjustment of the institutional training offer, according to market demand and students preferences; involving the academic community in the implementation of the internal quality assessment system, regarding submission for system certification; avoid redundancies and the correspondent adverse effects for employees and their families, implementing internal restructuring in order to avoid pedagogic activities and services rupture; diversify the intervention of the Polytechnic in several cultural, musical and sport areas, involving the entire academic community; develop continuous effort for the Agrarian School administrative building construction, and the Lamego School of Technology and Management building expansion; defend the European tendency to change the name of polytechnic institutions to Applied Sciences University or to Polytechnic University; and defend the vocational nature of polytechnic institutions, based on a training and research model geared to the regional development, business or creative activity, with direct impact in the productive sector.

A16.1 Link to strategic plan:
http://www.ipv.pt/secretaria/ispv/loe13_17.pdf

Annex I

Perguntas B1. and B2.

B1. Diagram of the Institution, including the different Units (PDF, max. 200kB):
B1._diagramas pt.pdf

B2. Número global de docentes / Total number of teachers

Designação / Name	N.º total / Total	ETI /	Em tempo integral /

	number	FTE	Full Time
Docentes doutorados / Teachers with PhD	243	225.05	213
Docentes não doutorados com título de especialista / Teachers without PhD with specialist title	20	14.93	11
Docentes especialistas não doutorados (reconhecimento pelo CTC) / Specialists teachers without PhD (recognition by CTC)	54	18.11	5
Outros docentes / Other teachers	140	93.49	71
	457	**351.58**	**300**

B3. - Centres and research units not integrated into Units

B3 - Centros e unidades de investigação não integrados em Unidades Orgânicas / Centres and research units not integrated into Units

Designação / Name	Investigadores Doutorados / Researchers with PhD	Classificação FCT / FCT rating
Centro de Estudos em Educação, Tecnologias e Saúde (CI&DETS)	169	POOR
(1 Item)	**169**	

B4. - Support services of common use

B4 - Serviços de apoio de utilização comum / Support services of common use

Designação / Name	Pessoal / Staff
SC – ADMINISTRADOR	1
SC – DCCRE – SERVIÇOS DE COMUNICAÇÃO CULTURA E DOCUMENTAÇÃO	7
SC – DCCRE – SERVIÇOS DE RELAÇÕES EXTERNAS	3
SC – DCCRE – SERVIÇOS DE INSERÇÃO NA VIDA ATIVA	1
SC – DCCRE – GABINETE DE ACESSO AO ENSINO SUPERIOR	1
SC – DJ – DIRETOR DE SERVIÇOS	1
SC – DJ	1
SC – DPGAF – DIRETOR DE SERVIÇOS	1
SC – DPGAF – SERVIÇOS FINANCEIROS	6
SC – DPGAF – SERVIÇOS DE APROVISIONAMENTO	3
SC – DPGAF – SERVIÇOS DE EXPEDIENTE E ARQUIVO	2
SC – DPGAF – SERVIÇOS DE RECURSOS HUMANOS	5
SC – DT – DIRETOR DE SERVIÇOS	1
SC – DT – SERVIÇOS DE INFORMÁTICA	3
SC – DT – SERVIÇOS DE OBRAS	2
SC – GABINETE DE AVALIAÇÃO E QUALIDADE	1
SC – SECRETARIADO DA PRESIDÊNCIA	2
SC – SECRETARIADOS DE DIREÇÕES INTERMÉDIAS	3
SC – SERVIÇOS GERAIS DE APOIO - AUXILIARES	3
SC – SERVIÇOS GERAIS DE APOIO - MOTORISTAS	3
SAS – ADMINISTRADOR	1
SAS – BOLSAS	3
SAS – PESSOAL, EXPEDIENTE E ARQUIVO	1
SAS – CONTABILIDADE, ORÇAMENTO E TESOURARIA	2
SAS – APROVISIONAMENTO, GESTÃO DE STOCKS E TRANSPORTE	1
SAS – ALIMENTAÇÃO	21
SAS – ALOJAMENTO	9
SAS – NÚCLEO DESPORTIVO	2
CI&DETS – APOIO ADMINISTRATIVO	1
(29 Items)	**91**

B5. - Units of consultancy

B5 - Unidades de prestação de serviços / Units of consultancy

Designação / Name	Pessoal / Staff
Serviços Centrais	50
Serviços de Ação Social	40
Apoio Administrativo CI&DETS	1
(3 Items)	**91**

B6 - Dimension of social support

B6.1. - Scholarships

B6.1. Bolsas de estudos / Scholarships

	2013/14	2014/15	2015/16
Total de estudantes / Total of students	5237	5025	4768
Bolsas Pedidas / Scholarships requested	2028	1951	2178
Bolsas Concedidas / Scholarships Awarded	1473	1356	1333
Bolsa máxima / Maximum value scholarship	541.14	541	541
Bolsa média / Average value scholarship	218	262	268

B6.2 - Student Residence (2015/16)

B6.2.1 Number of beds in residences (2015/16):
320

B6.2.2 Occupation rate (%):
76,3

B6.3 - Food (2015/16)

B6.3.1 Number of seats in students restaurant:
550

B6.3.2 Number of meals served (daily average):
131

B6.3.3 Annual number of meals:
30794

B6.4 - Other support

B6.4 Other support:
The Polytechnic Institute of Viseu Social Services support students of the five schools in fields such as sports, culture and medical and psychological assistance.
In the sphere of sports several facilities, such as: outdoors sport complex (tennis, basketball and handball fields), football grass-field, mini-golf field, and indoor sport complex for various sporting categories are at the disposal of all academic community.
Students Associations sport and cultural activities are supported by special subsidies and through food units.
All academic community has free access to medical assistance. Twice a week, one doctor carries out consultations in the medical offices of the Polytechnic Institute of Viseu, located in the student residence 3 and the Health School. The academic community has also access to payed psychological assistance.
Students with special education needs have access to accommodation in the student residence, in a room prepared specifically for each case, and to psychological assistance, through the provision of technical opinion regarding the assignment of social benefit complements, under the regulation in force.

B6.5 - Budget

B6.5.1 State budget:
537980

B6.5.2 Own revenues:
528677,8

B6.5.3 Total:
1066657,8

B7. - Summary of the training offer

B7 - Síntese da oferta educativa / Summary of the training offer

Cursos / Study Programmes	Nº de cursos / Number of study Programmes	Nº de estudantes / Number of students
Licenciatura / Licenciatura	39	3933
Mestrado / Master	38	440
TeSP / TeSP	31	452
(3 Items)	**108**	**4825**

II – Unit

Questions C1. to C5.

C1. Name:
Escola Superior Agrária de Viseu

C2. Training offer (article 11th, no. 4, of LBSE; article 3th of RJIES; article 6th, no.5, article 8th, no.3, article 16th, no. 5, and article 18th, no. 4 of decree-law 74/2006 changed by decree-law 63/2016):

The district of Viseu is composed of 24 municipalities which are part of Dão-Lafões, Tâmega and Douro regions. Its main city is Viseu. In this region, local business sector includes a vast area of industrial and agricultural activities. In industrial terms, within the sphere of the Viseu Region Business Association (AIRV), manufacturing industries, level D industries within Portuguese Classification of Economic Activities (CAE), are still the prevalent sector. Food and beverage industries represent 24% of the region industry sector, textile and clothing 14%, metal working 13%, wood 14%, and manufacturing of plastic products 2%. With a lesser degree of representation, we can find industries with CAE level E electricity, gas and water production and distribution and a few others with CAE level A mining industries. As far as agriculture and animal production are concerned, CAE level A industries, viticulture/olive cultivation and poultry industry are the most important sectors. When it comes to services, management structures and waste processing industries must be taken into account.

The development of some traditional sectors, with the objective of improving their performance, will allow better integration of the region productive sections into international dynamics of better qualified sectors, sectors that have the highest standards in terms of products they deliver and as far as services associated with their production are concerned. Simultaneously, the region itself should be able to create conditions that will make it more attractive to highly developed and sophisticated sectors, both in technological and human terms. The region scientific and technological system will have to go through an important process of innovation and human resources training will have to be highly stimulated.

The survey to find out which kind of vocational training was needed among Portuguese companies, carried out in 2000/02 by the Statistics Department of the Portuguese Ministry of Labour and Social Solidarity showed that Centre and Northern regions are those which are in greatest need of that kind of training, right after Lisbon and Vale do Tejo regions. That survey clearly showed that these regions need lot more technicians and middle-level workers. In October 2000, AIRV published a study called "characterization of industrial fabric of the Viseu region", based on a survey conducted among 883 small, medium-sized and large companies from different industry sectors based in the Viseu district. In that survey, companies admit that they lack middle-level and specialized human resources, because it has been difficult for them to find qualified workers. This concern is also present in another AIRV study: "metropolitan area of Viseu in the context of globalization impact and strategy for action" published in January 2005. The Agrarian School (ESAV) maintains a close relationship with companies based in the region, with which it has signed cooperation protocols that will provide ESAV students with internships and work-based training they need to successfully become part of the region's workforce. As a result of this permanent contact, there has been a constant sharing of information that proved the lack of qualified workforce in the region.

In the 2016/17 academic year, ESAV offers five different bachelor's degrees:

-Animal Science and Technology will prepare graduates to work in the field of animal science, namely biotechnology, animal production, health safety, wildlife resources management and applied research. Graduates will have to master molecular genetics and biotechnology techniques at the service of animal science and they will have to be able to use appropriate tools to preserve genetic resources which are part of the global agroecosystem.

-Veterinary Nursing will prepare graduates with technical and scientific knowledge to provide supportive care in veterinary nursing practice different stages, to conduct additional diagnostic tests, to undertake surgeries and monitor anaesthesia, to provide supportive care, to feed and handle the animal, to deal with livestock and pets and other exotic animals.

-Agronomic Engineering Phytotechny and Viticulture and Enology will prepare graduates to become qualified technicians, specialized workers that will be able to understand and interpret, to perform and implement projects and

to take decisions autonomously. Graduates will obtain the right competences to work in areas like fruit growing, horticulture and plant protection, viticulture and enology, hydraulics, irrigation and agricultural mechanisation and facilities.

-Food Quality and Nutrition will provide graduates with knowledge about food, from the moment it is produced till its consumption. Looking at industrial processing will teach them how to assess quality and nutritional value. This assessment will be carried out taking into account quality of food, food safety and its nutritional value in accordance with consumers' different requirements.

There are also level 4 post-secondary professional and technical programs (TeSP's) that will help solve the lack of middle-level specialized workers who will be able to meet the needs of an ever changing labour market and of a scientific and technological development which is becoming faster. This framework requires curricular flexibility that will allow the school to meet the needs of labour market and the choice and development of methods of organization that will promote different training experiences and that will, at the same time, define a learning plan that will guarantee the same level of quality and equality for all, whether they are graduates or employers. These programs will help increase workers' expertise by promoting learning and training that will meet students' needs for qualification and professional placement. This way, the school's intention is to work with individuals who are already part of the company and provide them with adequate ongoing training, encouraging the improvement of their performance and the increase in their productivity. On the other hand, school will do its best to attract students to this educational system broadening their post-secondary learning. Since these programs provide specific training, they can be used as a tool for professional requalification for people who got a higher education degree. Agreements were made with public and private entities that welcomed the implementation of such programs. These agreements led to the establishment of protocols that will make work-based training a reality. ESAV educational offer wishes to meet local companies' growing needs for highly qualified middle-level technicians in fields that go from sustainable animal production to wine production and enology or food technology.

There are no other programs like this offered to students who don't attend higher education within ESAV's area of influence and this fact is more than enough to justify the important role played by this kind of learning and training offer to increase the number of qualified human resources.

Taking requirements of agricultural and agrifood markets and constant shifts in the labour market into consideration, more attention has to be given to workers' technological specialization so they can be able to guide production and processing through sustained and profitable production strategy that simultaneously preserve mankind and his environment. This specialized training serves the promotion and competitiveness of traditional and regional products that will surely lead to an increase in regional and national productivity.

TeSP in Biological Agriculture will provide students with knowledge to program, organize, manage and execute, autonomously or as part of a team, activities related to farm holding and to work with organic production methods. Graduates will know how to implement production techniques and process biological products. TeSP in Civil Protection will give students skills to design, plan and execute, autonomously or as part of a team, civil protection interventions or projects to deal with situations involving natural or technological threats and to be part of civil protection teams in emergency situations. TeSP in Geographic Information Systems Applied to Agriculture allows students to manipulate and use, autonomously or under superior guidance, geospatial tools, technology and methods supported by spatial analysis techniques in order to develop agriculture. TeSP in Food Technology will provide students with knowledge to design, plan and execute, autonomously or under superior guidance, technological manufacturing processes, quality control, safety of raw material and production processes, stock management and physico-chemical and microbiological analysis of food. TeSP in Viticulture and Enology is organized to grant graduates skills that will allow them to work in the fields of viticulture, enology and other areas related to wine production.

C3. Students:

Attending a school program, whatever the cycle or type, has repercussions on any family's budget. As we all know, our country is still struggling against an economical crisis that has had an inevitable impact on higher education. A lot of families have trouble paying their children's tuition fees and all the expenses which are related to their school life (travelling expenses, housing, and so on…) This situation makes it difficult for schools to attract new students who, despite being quite interested in following an academic career, will see their lives affected by those financial difficulties.

Another difficulty school has to face is that many students prefer higher education institutions and other institutions located on the country coastline, despite ESAV's innovative scientific and cultural educational project, backed by modern equipment and facilities. Besides, the school is still quite new and has not yet managed to achieve high recognition among higher education institutions

Strategically we want our courses to be recognized for their high quality standards and we want to be seen as a national teaching and training reference, since we are capable of offering some unique assets like the partnerships established with multinational companies working in our region.

Nationwide, there has been a decrease in the students' interest in choosing engineering courses. As a consequence of this situation, the number of students attending those learning areas in higher education institutions is quite low. However we still consider this area to be an important factor for the development of the region's socioeconomic fabric and therefore our opinion is that it is fairly important that we keep on training professional that will be able to work in that field. In order to achieve this goal we have been performing awareness raising activities and dissemination actions among our target audiences.

The analysis conducted on the number of admissions that have take place these last three school years showed the following:

Only two students enrolled in the Animal Science and Technology Course, in 2016/2017, through the National Admission Competition to Higher Education, one with a technological specialization diploma and two who decided to move to another course (a total of 5 students). In 2015/2016, seven students enrolled through the National Admission Competition, eight with a technological specialization diploma and one who came from another course (a total of 16 students). In 2014/2015, six students enrolled through the National Admission Competition, one through conditions given to students who are over 23, twelve with a technological specialization diploma and two who came from another course (a total of 21 students).

In 2016/2017, 45 students enrolled in the Bachelor's Degree in Veterinary Nursing through the National Admission Competition, 6 through the possibility given to students who are over 23, 3 who got other degrees and 3 who came from another course (a total of 57 students). In 2015/16, 43 students enrolled through the National Admission Competition, 5 through the possibility given to students who are over 23, 4 with a technological specialization diploma, 2 who got other degrees and 4 who came from another course (a total of 58 students). In 2014/2015, 30 students enrolled through the National Admission Competition, 2 through the possibility given to students who are over 23, 4 with a technological specialization diploma, 2 who got other degrees and 4 who came from another course and 1 who came from another college (a total of 42 students).

In 2016/2017, in the Bachelor's Degree in Agronomic Engineering, 4 students enrolled through the National Admission Competition, 4 through the possibility given to students who are over 23, 5 with a technological specialization diploma, 3 who got other degrees and 4 who came from another course (a total of 20 students).

In 2015/2016, 6 students enrolled through the National Admission Competition, 7 through the possibility given to students who are over 23, 23 with a technological specialization diploma, 3 who got other degrees and 5 who came from another course (a total of 44 students). In 2014/2015, 2 students enrolled through the National Admission Competition, 6 through the possibility given to students who are over 23, 14 with a technological specialization diploma, 5 who got other degrees and 3 who came from another course (a total of 30 students).

In 2016/2017, in the Bachelor's Degree in Food Quality and Nutrition, 8 students enrolled through the National Admission Competition, 1 through the possibility given to students who are over 23, 1 international student and 2 who came from another course (a total of 12 students). In 2015/2016, 13 students enrolled through the National Admission Competition, 4 through the possibility given to students who are over 23 and 6 with a technological specialization diploma (a total of 23 students). In 2014/2015, 6 students enrolled through the National Admission Competition, 1 through the possibility given to students who are over 23, 7 with a technological specialization diploma, 1 who got another degree and 1 who came from another course (a total of 21 students).

We can witness that the majority of the students who enrol in a bachelor's degree do it through the National Admission Competition and that there is a significant number of students who are able to enrol thanks to the Admission Competition addressed to students who are over 23, mainly in Agronomic Engineering. In 2014/2015 and 2015/2016 there was quite a significant number of students who enrol with a technological specialization diploma, although we can observe a significant decrease in 2016/2017.

In 2016/2017 an international student enrolled in ESAV, a situation that didn't occur the previous school years.

C4. Graduates:

IPV offers its students and graduates a Working Life Insertion Service (SIVA) which aims at promoting students' employability and professional integration through increased cooperation relationships and exchanges, both nationwide and at an international level, with professional training institutions and with economic and social partners, particularly employers, to develop support initiatives in the IPV's areas of intervention: jobs, internships, training in professional development and improvement, volunteering, entrepreneurship, and integration in research activities. In addition, This service will monitor and study IPV's graduates' professional career in order to improve the school's formative and educational offer and thus increase the level of employability of its target audience. SIVA's main goals are: to support students and graduates' professional insertion helping them getting a job; provide them with the possibility of carrying out their internships in order to promote graduates' performance and make it easier for them to become part of the labour market; providing them with high standards training and professional development opportunities that may lead to the individual's full development and that will provide him with key skills and that will give graduates access to lifelong training, as well; give graduates the chance to be part of a vast range of initiatives that will encourage entrepreneurship, stimulate personal initiative, creativity, innovation and autonomy thus promoting self-employment, to take part in volunteering experiences that will provide them with specific and transversal personal and professional experiences that will develop their sense of citizenship and their sense of solidarity and to be part of research projects and activities.

In spite of all the efforts undertaken to integrate the school's students into the labour market right after their graduation, there are still imbalances between the newly qualified students' profiles and those required to enter the labour market. Besides, we have to consider that a lot of young graduates have high expectations regarding their first job and, in fact, the opportunities given to those young graduates are quite different from those they were expecting and this situation usually leads to a search that seems unreachable in those early years of their careers.

C5. Teaching staff:

ESAV teachers from the different scientific fields are highly qualified, dynamic and motivated. Taking into consideration the teachers' scientific work and training the school's specialized teaching staff meets the necessary requirements. Despite the significant amount of time our teachers spend working with students, they still find enough time to publish a high number of papers.

The school's teaching staff is composed of 34 teachers: 21 have a PHD, 10 a Master's Degree and 3 a Bachelor's Degree and are qualified to teach the different course units from the different cycles of studies. As referred, teachers' workload is rather extensive.

All the teachers have been working for the institution for more than 3 years. Most of them have been carrying out high class research work performed mainly in the school's "Centro de Investigação da Instituição (CI&DETS - Centro de Estudos em Educação, Tecnologias e Saúde)", the institution's research centre – Centre for Education, Technologies and Health care Studies. In some cases, students are actively involved in the research work performed.

There is an appropriate balance between the number of teachers and the number of students. Additional teachers are recruited in case of need only and on a part-time basis.

Questions C6. to C10.

C6. Facilities:

ESAV has classrooms, labs, a canteen, a Documentation Centre, a Computer Centre and facilities perfectly suited for training sessions, experimental and research activities and to carry out any kind of activities to support its foreign programs. The school's Pathological Anatomy Laboratory, its Veterinary Nursing Centre and its Zootechnical Park- in which we can find different species that will be useful for the students' activities- are used by the school's staff and students and by external partners. ESAV also has a farm with a surface area of about 327977.00 square meters and with different kinds of crops that will be used in the students' activities, in research or in experimental work.

Classrooms/Labs Building: floor area: 1025.50 Sqm; total floorspace: 1078.61 Sqm; Date of construction/remodelling: 2004; Conservation status: good.

Students Association Building: floor area: 126.30 Sqm; total floorspace: 145.00 Sqm; Date of construction/remodelling: 2004; Conservation status: good.

Teachers' Offices: floor area: 181.80 Sqm; total floorspace: 201.60 Sqm; Date of construction/remodelling: 2004; Conservation status: good.

Sports Facility/Gym: floor area: 397.24 Sqm; total floorspace: 458.00 Sqm; Date of construction/remodelling: 2000/2006; Conservation status: good.

Teachers' residence: floor area: 202.50 Sqm; total floorspace: 333.76 Sqm; covered area 313.00 Sqm; Conservation status: good.

Principal's office/administrative departments/library: floor area: 353.70 Sqm; total floorspace: 422.76 Sqm; covered area: 313.00 Sqm; Date of construction/remodelling: 2002; Conservation status: good.

Veterinary Centre: floor area: 105.81 Sqm; total floorspace: 164.32 Sqm; covered area: 167.20 Sqm; Date of construction/remodelling: 2006; Conservation status: good.

Snack-Bar: floor area: 230.70 Sqm; total floorsapce: 261.00 Sqm; Date of construction/remodeling: 2008; Conservation status: good.

Support Services Offices: floor area: 244.72 Sqm; total floorspace: 339.12 Sqm; Covered area: 100.00 Sqm; Conservation status: good.

Stables: floor area: 627.77 Sqm; total floorspace: 1100.00 Sqm; Covered area: 1190.00 Sqm; Date of construction/remodelling: 2003; Conservation status: good.

Aquaculture: floor area: 60.00 Sqm; total floorspace: 66.00 Sqm; covered area: 70.00 Sqm; Date of construction/remodelling: 2005; Conservation status: good.

Kennel/cattery: floor area: 60.00 Sqm; total floorspace: 76.85 Sqm; covered area: 76.85 Sqm; Date of construction/remodelling: 2009; Conservation status: good.

Reception: covered area: 10.24 Sqm; Date of construction/remodelling: 2003; Conservation status: good.

Hangar: floor area: 158.00 Sqm; total floorspace: 160.00 Sqm; covered area: 160.00 Sqm; Date of construction/remodelling: 1998; Conservation status: good.

C7. Oriented research, technological development and high level professional development:

ESAV teachers have been taking part in a wide range of high level guided research activities, such as:

- The study conducted on the evolution of the selling and processing of hazelnut, a study conducted by a group of ESAV teachers and carried out for the Centro Nacional de Competências dos Frutos Secos (National Dried Fruit Competence Centre).

-Implementing an analysis service to monitor milk and dairy products using NIR methods acquired by the OVISLAB Project and that we hope to use in coming services provided to different institutions.

-continue to provide services to other different institutions through the Pathological Anatomy Laboratory, in activities related to Pathological Anatomy: necropsies, histopathological examinations and interpretation and veterinary diagnosis that represent sources of revenue for the school.

-Providing services in the field of food analysis and characterization, for honey and olive oil mainly.

-continue to establish partnerships and protocols with the surrounding community.

-Providing services and consulting services in the school's different scientific areas.

-Creating support material that will help develop autonomous learning and training for ESAV's different scientific areas.

-Making the institutes' facilities, equipments and technical and scientific support available to the school community and to people from outside the school (classrooms and labs) as a source of extra income.

-Stimulating activities that will promote students' participation in research projects.

-Disseminating our students' best works in technical and scientific meetings.

-Stimulating the participation of teachers and invited experts, renowned for their work, in juries who will assess 1st cycle final papers and master's degrees thesis.

-Participating and promoting different technical and scientific events, as sole sponsor or in partnership with other entities.

-Organizing technical and scientific events attended by expert and professional guests from different areas, so they may share and complement each others' areas of expertise during seminars or workshops.

-Encouraging students to take part in the PoliEmpreende contest- a project aiming to develop entrepreneurial skills.

-Organizing several activities that will allow new students to achieve a more effective and faster adjustment to Higher Education thanks to the role played by the representatives of each course in the welcoming of those new students.

Additionally, most of the ESAV teachers are reviewers/proof readers working for international journals.

C8. Artistic output:

Not applicable.

C9. Consultancy:

Veterinary Pathological Anatomy Laboratory – LAPV

ESAV's Veterinary Pathological Anatomy Laboratory is a lab unit that provides diagnosis services in the field of pathological anatomy, services that include performing necropsies, standard histopathology, cytology, histochemistry and immunohistochemistry techniques. The lab is responsible for the disposal of animal carcasses to be incinerated.

In 2016, ESAV's Pathological Anatomy Laboratory carried out 223 diagnosis analysis: 185 of those analyses were

submitted to a histopathologcal processing and 29 were cytological analysis, 6 were coetaneous scratch examinations, and 3 were coprological analysis performed through Willis/Mcmaster's Quantitative Methods.

45 necropsies were performed and classified according to the different animal species examined: 20 were dogs, 10 were ovine, 7 cats, 3 goats, 3 birds, 1 from leporidae family and 1 swine.

In accordance with the annual contract celebrated with the AMBIMED Company, the lab continued to send animal carcasses to be incinerated. This is a service which is available to the entire community and that tries to meet the needs felt by veterinary clinics and individuals who have to comply with the legal rules that regulate waste disposal procedures.

The LAPV provided support to the Pathology Curricular Unit allowing Veterinary Nursing students in their 2nd year to take part in the lab tasks, namely in activities that involved macroscopy and microscopy and in the investigation and development of cases that came from the Veterinary Nursing Centre.

It has continued with its volunteering activities, opened to all 1st year students giving them the opportunity to cooperate, in their free time, in the different activities carried out in the lab and consequently to improve their learning.

ESAV- Lab 1,2 and 3

ESAV possesses a set of labs located in different parts of the school. Labs 1,2 and 3 are situated in the educational building and are used to teach a vast range of school subjects from different courses and levels. There are other lab spaces around ESAV, like lab 5. This lab is equipped to provide services to the community, namely when ESAV is asked to perform food analysis. A set of parameters to analyse olive oil has already been implemented. In this lab, we can find the following equipment: a cell-growth greenhouse, a bakery industrial oven, a rotary evaporator and a multipoint stirrer.

Lab 7 is where the school subjects related to genetics are taught. This lab underwent a series of improvements when a set of equipment donated to ESAV was installed: an analytical balance, a thermostatic bath, a laminar air flow chamber and some equipment to perform genetics ELISA tests.

The rural engineering lab is equipped with wall benches and four central benches and with a fume hood. Several subjects have been taught in this lab and it was also used to store a set of engines and of engine components that can be used in some subjects.

Labs 1,2 and 3 are also used to carry out some students' complementary works and some research works for the practical components of the Masters Degree in Technology and Food Quality. Those activities were carried out in this lab in strict accordance with the regular use of such space.

ESAV- Computers Unit

Those were the main activities developed by ESAV computers unit in 2016:
-the placement of wireless video projectors in the classrooms;
-configuring the wireless network for teachers so that they could have access to the projectors, printers and other ESAV services;
-preparing the e-learning moodle platform for the current school year;
-providing every member of the Technical and Scientific Board with their own CUs for the e-learning moodle platform;
-Updating the users' synchronisation to enable them to access the school website and the e-learning moodle platform (this update was carried out to include the students' associations and teachers in the Course Management CUs, as far as the e-learning Moodle platform was considered, and to leave the CUs directors out of the surveys that were dealing with subjects they were not teaching at the time);
-Updating ESAV's webpage;
-Making an online registration system available for several seminars/lectures/workshops;
-Coordinating the sessions to prepare the school year and to conclude the RAIDES (Registration of Students registered and graduate in Higher Education institutions) for the whole IPV.
-Supporting ESAV services in using computer programs that are used to carry out the internal management of ESAV's students, in their enrolment process and online registration (getting the computers lab ready for the enrolment and registration processes and completing the students' information coming from the DGEEC data base) and for the RAIDES (completing information about the students that was missing);
-Making an online application form available to be completed with the teachers' preferences regarding their timetables and classrooms/labs.
-Implementing the installation of the computers operative systems through the network and reusing equipments and functionalities that came from operative systems that belonged to the ESAV servers in order to make the installation/replacement/formatting process easier for Helpdesk services.
-Making some synchronous tools (Whiteboard, chat, webcam) available to the ESAV's Moodle platform to improve the students' teaching-learning experience and enhance communication between teachers and students;
-Making instructional videos available for ESAV services;
-Managing the software licensing contracts for the entire ESAV;
-Harmonising the computer lab software and getting it ready to be used for teaching purposes;
-Developing back up routines to protect data bases, programs and files used by different ESAV services;
-Creating, modifying and releasing booklets/information on system operation;
- Helpdesk;
-Acquiring computers and monitors;
-Managing and running the computers network and the computers lab;
-Managing the entire ESAV printer fleet;
-Preparing advice and request forms to meet some of the school's needs or to improve services and IT equipment.
-Taking part in the Digitalis contract management group.
-Taking part in the development of the Internal Quality Assurance System and in the Teachers' Assessment System.

ESAV- Agricultural services

ESAV includes some areas that will be used for agricultural exploitation (farming, cattle breeding and forest), different facilities, road networks, ponds, rivers...). It covers a 50 hectares area.

Sheep are the main element of the school's animal exploitation. They all belong to the Bordaleira breed from Serra da

Estrela. On December 31st the school had 5 male breeding sheep, 87 female breeding sheep and 46 lambs. The production system is conceived to produce milk which is sold to the Saberlivre, Lda Company to be used in the cheese production.

All the goats belong to the Serrana breed (ecótipo jarmelista) and on December 31st there were 1 male breeding goat, 29 female goat and 13 kids. The production system is conceived to produce milk which is also sold to the Saberlivre, Lda Company to be used in the cheese production.

Bovine animals also have an educational nature. Currently the school owns 3 females belonging to the Arouquesa breed. One of those animals was born in 2016.

Two flocks of broiler and some rabbits were kept for the same educational effect.

The vineyard area amounts to 2,45 hectares. This area is divided into 5 different parts: two of them planted to Touriga Nacional grape variety (with 0,62 and 0,75 ha), one of them planted to Tinta Roriz or Aragonez vines (0,6 ha), a parcel used to demonstrate different types of driving techniques (0,2 ha) and the last one used for irrigation testing techniques (0,1 ha).

The fruit sector is mainly composed of apple trees and the orchard area amounts to 1,24 ha. There are other fruit species with little representation but whose growing is educationally relevant.

The olive grove spreads across a 0,65 ha area and there are more olive trees scattered across the area and planted around the edges of the grove. 240 kilos of olives were harvested and from them we obtained 30 litres of olive oil with a 1% acidity content.

C10. National and international cooperation:

ESAV plans to disseminate the research, promoting the image of the institution at a scientific level. Besides, one of the school's main objectives is to develop, promote and support the training and to disseminate the scientific work carried out by teachers and students.

That way the school promotes and supports every initiative that will involve a participation in technical and scientific projects, both national and international. Several projects are currently being developed and a few others have been presented and are awaiting final approval.

ESAV is currently promoting and supporting the following initiatives involving participation and technical and scientific projects:

- AMONIAVE Project- Techniques of Control of Ammonia Concentration at poultry facilities.
- COST FA1302 - Large-scale methane measurements on individual ruminants for genetic evaluations.
- COMPETE 2020 Program (P2020), SHEEPIT – pasture control system based on IT Technologies
- PROJ/CI&DETS/CGD/0012: Psychosocial motivations associated with food choices and habits (EATMOT).
- PROJ/CI&DETS/CGD/0007: HEALTHY- ValorWhey.
- PROJ/CI&DETS/CGD/0006: Bridges between family farming and organic farming.
- PROJ/CI&DETS/CGD/0004: School success at higher education institutions: emotional competences and preventing school dropouts.

Projects that have already been submitted and are awaiting final approval:

-COMPETE 2020/ 02/SAICT/2016:
- Characterization and valorisation of the Serra da Estrela cheese (QSE DOP) authenticity and its relevance in the promotion of health care.
- Beelnov Project – the beehive as a source of innovative products: development of different processes and tools to produce Pão de Abelha (bee bread).

Projects that are awaiting approval and are associated with Operation 1.01- Operational groups, Project announcement 01/Action 1.1/2016.
-Project PDR20202-101-032043: ClimCast.
- Project PDR2020-101-032035: ValorCast – Promotion of chestnuts and the optimization of its commerce.
- PDR2020-101-030809 Project: CoEm.Queijos – Conservation and packaging of cheese produced from small ruminant animals coming from the Central region of Portugal.
- PDR2020-101-PDR2020-101-030987 Project: EGIS – Strategies for an integrated management of land and water in dried fruit producing species.
- PDR2020-101-030759 Project: ValNuts – Promotion and valorization of dried fruit and nuts (FSCR).
- PDR2020-101-001 - 01/Action 1.1/241: PP4B – the impact of pesticides on bees and apiculture. Operational groups.
- PDR2020-101-001 - 01/Action 1.1/342: SIVID – Integrated system of viticulture- Intelligent and dynamic.
- PDR2020-101-001 - 01/Action 1.1/189: Waste2Value – Valorization of certain by-products of agricultural activity and their integration into the production of compound feeds, biodegradable plastics and animal effluent treatment.
- PROJ/POR2020: Characterization and valorisation of the Serra da Estrela Cheese (QSE DOP) authenticity and its relevance in the promotion of health care.
- PDR2020-101-001 - 01/Action 1.1/115: iCheese –Cynara Innovation for best Cheese.
- CNCFS/18/2016. Dried fruit: "Study on hazelnut production status".
- CNCFS/18/2016. Dried Fruit: "Study on hazelnut commerce situation"
- PROJ/CI&DETS/CGD/: Bridges between family farming and organic farming.
- PROJ/CI&DETS/CGD/: Influence of stress hydric in morphological and biochemical characteristics of cardoon (Cynara cardunculus L.)
- PROJ/CI&DETS/CGD/: Optimisation of analytical methods to assess the quality of the milk and cheese produced by the Serra da Estrela sheep.
- 23394/02/SAICT/2016 – SCIENTIFIC RESEARCH AND TECHNOLOGICAL DEVELOPMENT PROJECTS (IC&DT): Learnin`sCreatin' - Addressing CI&TD problems, decreasing dropout and improving student outcomes, using active learning methodologies.
- 24328/02/SAICT/2016 – SCIENTIFIC RESEARCH AND TECHNOLOGICAL DEVELOPMENT PROJECTS (IC&DT): Definition and influence of the terroir in the quality of the Alvarinho wine- TERR@ALVA
- CENTRE-04-3928-FEDER-000001 – Strategic Project to support the wine produced in the Centre Region- Action: Economical valorization of the Dão Region grape variety.

- PDR2020 - 01/Operation 20.2.4/Area 4: DESAFIAb – Challenge family farming to innovate through organic farming.
- I&D CI&DETS/IPV/CGD Project. The Study of the potential of the Paulownia Tormentosa tree to produce biomass and for carbon capture.
-National Rural Network- devoted to the study of how forests may adapt to climate changes.

ESAV is always striving to establish partnerships with companies and organizations that may complement the applied research works carried out in the different ESAV departments and sections and in the CI&DETS.

Questions C11. and C12.

C11. Internal system of quality assurance:
existe_inst

C11.1. System evolution (system certified by A3ES)
Not applicable.

C11.2. Brief description of system (system not certified by A3ES):
Not applicable.

C11.2.1 Link to quality manual:
<no answer>

C11.3. Contribuition of Unit to the system:
The Polytechnic Institute of Viseu has been implementing an internal quality assurance system in the entire institution. This system is based on a PDCA structure (Plan, Do, Check, and Act) and follows the recommendations found in IPV's quality assurance handbook. This is a reference document and its requirements are to be enforced in the entire institution.
As far as the system planning is concerned, school is represented by its President and by the President of the Assessment and Quality of the Organic Unit Committee at the Council for Assessment and Quality. Therefore, the President has an active role in the adoption or in the ratification and in the improvement of all the documents that are important to the institution quality planning; the quality assurance handbook, quality balance reports, reports on the organic units effectiveness, audit programs, questionnaires and satisfaction survey, among others. The planning of the internal quality assurance system is ensured by the School President and by its Assessment and Quality Committee, through the planning and the internal communication of every action that will have to be respected to carry out the decisions that were approved by the Assessment and Quality Committee.
The Organic unit is responsible for all the activities related to the planning of its educational offer. This process is carried out in close articulation with IPV presidency.
The school is responsible for the implementation and coordination of the core activities that are listed in the system, thus ensuring that the resources, both material and human, are appropriate, as well as ensuring the existence and adequacy of the support services required for its implementation.
The school also has to make sure that all the conditions for the execution of the audits, for the implementation of improvement actions and for the implementation of action that will deal with any situations involving non-conformities have been met. The school also has to ensure that the instruments used to collect the students, graduates, teachers and other costumers' level of satisfaction are carried out with the required expertise (Satisfaction survey for the services and Satisfaction questionnaire for the educational activities).
Every year, ESAV draws up the school's effectiveness report according to the requirements established by the system. This report allows to assess how well the different performance indicators - related to the management of the school's educational offer, the management of its educational activities and the drawing up of proposals to improve the school's action in the next years - have been met. The school takes part in the internal audit procedures. It is represented by teachers and non-teaching elements. The school is also responsible for forwarding any information deemed important enough to be included in the school's quality report. This report is a document that will allow the school's board to monitor the effectiveness of its internal system of quality assurance, the level of achievement of the goals previously set, the degree of satisfaction regarding support services and how well the improvement measures endorsed by the school board for Assessment and Quality have been implemented.
The school will also prepare, through its teachers, a report on the course or curricular units in which we will find the evaluation results, research works related to any curricular unit, a critical analysis of the curricular unit's performance and some improvement/changes proposals and, through the different courses directors' contributions, will be able to prepare the Courses Reports that will show to what extent the different performance indicators have been met.
The school is responsible for the implementation of any improvement deemed necessary, both those defined in the different reports produced by the school itself (Organic Unit effectiveness report, curricular units' reports and course reports) and those which were approved by the Assessment and Quality Committee during the system evaluation. Schools are responsible for the definition of action plans that will help implement any kind of improvements.

C12. Final remarks:
In spite of the school's limited financial, physical and human resources, every possible effort is made by its management board to make the best of them.
ESAV has a strong participation in technical and scientific events in which its teachers have played a relevant role with their many oral presentations and participations in different kind of panels (both national and international). They have also been publishing an important amount of scientific national and international papers. Teachers have also taken

part in several research projects in partnership with national and international institutions thanks to the number of publications previously submitted. ESAV has also taken part in several dissemination activities: participation in open days and in several school fairs to inform people about the school's educational offer and to introduce the school to a wider range of people.

There has been a joint effort of the school's staff to improve the dynamics and the internal organization of every service, despite the ever growing decrease in the number of people working at the school and that was caused by retirements or because many of them have chosen to leave the country looking for better living conditions.

To maintain the quality of the education it provides and the students' wellbeing the school has invested a lot in the conservation of its infrastructures, it has purchased new educational material and equipments, and new bibliographic material. The improvement of the school's "quinta agraria" (the school's farming facilities) has been another of the school's important concern to provide the students with the "raw material" they need to carry out their experimental learning.

ESAV wants to increase the number of students and teachers' participations in international mobility actions, and will do its best to increase the number of contacts with foreign institutions in order to attract more international students. Although, nationwide, we have been witnessing a decline in the number of students who want to follow an engineering courses, we are sure that this area is still key to the development of the socio-economical fabric of the region and of the country. Therefore, we will keep on developing awareness-raising campaigns and on disseminating ESAV's educational offer in professional schools and in high schools to try to restore the numbers of students' registrations we had before the economical crisis.

Additionally, ESAV' teaching staff is stable and mature. They are devoted to the school, to their students and to the development and implementation of projects that may provide the school with other financing solutions.

When we analyse the contexts in which we are working, it is quite obvious that there are a lot of strong points that will enable us to overcome all the obstacles and weak points that may turn up. By developing high quality standard courses of studies we want to be seen as a national example of good practice in fields like agriculture, veterinary nursing, food and animal technology and science since we can provide our students with a set of assets they won't be able to find anywhere else in the country: partnerships with prestigious multinational companies working in the region that will allow them to achieve the development of all their skills in an interactive and autonomous way.

Annex II

D1. - Training offer

D1.1 - Professional Technical Programmes

D1.1. Cursos Técnicos Superiores Profissionais (TeSP) / D1.1. Professional Technical Programmes

Designação / Name	Data / Date
Agricultura Biológica	2015-05-06T00:00:00
Produção Animal	2015-05-20T00:00:00
Sistemas de Informação Geográfica Aplicados à Agricultura	2015-05-20T00:00:00
Tecnologia Alimentar	2015-05-11T00:00:00
Viticultura e Enologia	2014-09-30T00:00:00
Proteção Civil	2016-08-01T00:00:00

D1.2 - Licenciatura

D1.2.1 - Accredited study programmes

D1.2.1. Licenciaturas - Ciclos de estudos acreditados / D1.2.1. Licenciaturas - Accredited study programmes

Código / Code	CNAEF	Designação / Name	Duração da acreditação / Accreditation duration	Data / Date
CEF/0910/28051	640	Enfermagem Veterinária	6	2012-08-07T00:00:00
NCE/12/01186	4	Qualidade Alimentar e Nutrição	6	2013-04-15T00:00:00
NCE/13/00356	621	Ciência e Tecnologia Animal	6	2014-03-03T00:00:00
ACEF/1314/12427	541	Engenharia Alimentar	6	2015-03-27T00:00:00
ACEF/1415/12432	621	Engenharia Agronómica	6	2016-01-06T00:00:00
ACEF/1415/12437	621	Engenharia Zootécnica	6	2016-01-14T00:00:00

D1.2.2 - Not accredited study programmes (including NCE's)

D1.2.2. Licenciaturas - Ciclos de estudos não acreditados (incluindo NCEs) / D1.2.2. Licenciaturas - Not accredited study programmes (including NCE's)

Código / Code	CNAEF	Designação / Name	Data / Date

<no answer>

D1.2.3 - Study programmes no longer being offered

D1.2.3. Licenciaturas - Ciclos de estudos descontinuados / D1.2.3. Licenciaturas - Study programmes no longer being offered

Código / Code	CNAEF	Designação / Name
CEF/0910/12442	623	Engenharia Florestal
CEF/0910/12452	422	Ecologia e Paisagismo
NCE/10/02071	5	Engenharia de Biosistemas

D1.3 - Master

D1.3.1 - Accredited study programmes

D1.3.1. Mestrados - Ciclos de estudos acreditados / D1.3.1. Master - Accredited study programmes

Código / Code	CNAEF	Designação / Name	Duração da acreditação / Accreditation duration	Data / Date
NCE/10/01256	64	Mestrado em Enfermagem Veterinária em Animais de Companhia	6	2011-07-27
ACEF/1314/12457	541	Mestrado em Qualidade e Tecnologia Alimentar	6	2015-03-05
ACEF/1415/12462	621	Mestrado em Tecnologias da Produção Animal	6	2016-01-06

D1.3.2 - Not accredited study programmes (including NCE's)

D1.3.2. Mestrado - Ciclos de estudos não acreditados (incluindo NCEs) / D1.3.2. Master - Not accredited study programmes (including NCE's)

Código / Code	CNAEF	Designação / Name	Data / Date

<no answer>

D1.3.3 - Study programmes no longer being offered

D1.3.3. Mestrado - Ciclos de estudos descontinuados / D1.3.3. Master - Study programmes no longer being offered

Código / Code	CNAEF	Designação / Name

<no answer>

D2. - Vacancies and 1st year enrollments

D2.1 - TeSP - Vacancies (a) and 1st year enrollments (b)

D2.1 TeSP - Vagas (a) e inscritos no 1.º ano (b) / D2.1 TeSP - Vacancies (a) and 1st year enrollments (b)

Ciclo de estudos / Study Programme	14/15		15/16	
	a	b	a	b
Agricultura Biológica	0	0	25	9

			0	0	20	9
Produção Animal			0	0	20	9
Sistemas de Informação Geográfica Aplicados à Agricultura			0	0	20	0
Tecnologia Alimentar			0	0	25	11
Viticultura e Enologia			25	5	25	17
Proteção Civil			0	0	0	0

D2.2 - Licenciaturas - Vacancies (a) and 1st year enrollments (b)

D2.2 Licenciaturas - Vagas (a) e inscritos no 1.º ano (b) / Licenciaturas - Vacancies (a) and 1st year enrollments (b)

Código / Code	CNAEF	Ciclo de estudos / Study Programme	13/14		14/15		15/16	
			a	b	a	b	a	b
CEF/0910/28051	640	Enfermagem Veterinária	43	44	45	40	45	58
NCE/12/01186	4	Qualidade Alimentar e Nutrição	25	27	25	16	25	23
NCE/13/00356	621	Ciência e Tecnologia Animal	0	0	25	14	25	16
ACEF/1314/12427	541	Engenharia Alimentar	0	0	0	0	0	0
ACEF/1415/12432	621	Engenharia Agronómica	24	21	24	15	24	40
ACEF/1415/12437	621	Engenharia Zootécnica	0	0	0	0	0	0

D2.3 - Master - Vacancies (a) and 1st year enrollments (b)

D2.3 Mestrado - Vagas (a) e inscritos no 1.º ano (b) / Master - Vacancies (a) and 1st year enrollments (b)

Código / Code	CNAEF	Ciclo de estudos / Study Programme	13/14		14/15		15/16	
			a	b	a	b	a	b
NCE/10/01256	64	Mestrado em Enfermagem Veterinária em Animais de Companhia	0	0	0	0	0	17
ACEF/1314/12457	541	Mestrado em Qualidade e Tecnologia Alimentar	0	17	0	5	0	10
ACEF/1415/12462	621	Mestrado em Tecnologias da Produção Animal	0	0	0	12	0	0

D3. - Total enrollments and graduates

D3.1 - TeSP - Total enrollments(a) and graduates(b)

D3.1 TeSP - Inscritos total(a) e diplomados(b) / TeSP - Total enrollments(a) and graduates(b)

Ciclo de estudos / Study Programme	15/16	
	a	b
Agricultura Biológica	20	0
Produção Animal	25	0
Sistemas de Informação Geográfica Aplicados à Agricultura	0	0
Tecnologia Alimentar	11	0
Viticultura e Enologia	27	0
Proteção Civil	23	0

D3.2 - Licenciaturas - Total enrollments(a) and graduates(b)

D3.2 Licenciaturas - Inscritos total(a) e diplomados(b) / Licenciaturas - Total enrollments(a) and graduates(b)

Código / Code	CNAEF	Ciclo de estudos / Study Programme	13/14		14/15		15/16	
			a	b	a	b	a	b
CEF/0910/28051	640	Enfermagem Veterinária	192	41	178	46	183	0
NCE/12/01186	4	Qualidade Alimentar e Nutrição	27	0	39	0	60	0
NCE/13/00356	621	Ciência e Tecnologia Animal	0	0	21	0	33	0
ACEF/1314/12427	541	Engenharia Alimentar	44	12	28	11	18	0
ACEF/1415/12432	621	Engenharia Agronómica	77	9	82	9	105	0
ACEF/1415/12437	621	Engenharia Zootécnica	27	12	11	2	6	0

D3.3 - Master - Total enrollments(a) and graduates(b)

D3.3 Mestrado - Inscritos total(a) e diplomados(b) / Master - Total enrollments(a) and graduates(b)

Código / Code	CNAEF	Ciclo de estudos / Study Programme	13/14 a	13/14 b	14/15 a	14/15 b	15/16 a	15/16 b
NCE/10/01256	64	Mestrado em Enfermagem Veterinária em Animais de Companhia	0	7	0	1	17	0
ACEF/1314/12457	541	Mestrado em Qualidade e Tecnologia Alimentar	17	9	5	8	10	0
ACEF/1415/12462	621	Mestrado em Tecnologias da Produção Animal	0	0	12	0	0	0

D4. - Employability

D4. Empregabilidade / Employability

	%
Percentagem de diplomados que obtiveram emprego em sectores de atividade relacionados com a área do ciclo de estudos / Percentage of graduates that obtained employment in areas of activity related with the study programme's area.	75.6
Percentagem de diplomados que obtiveram emprego em outros sectores de atividade / Percentage of graduates that obtained employment in other areas of activity	24.4
Percentagem de diplomados que obtiveram emprego até um ano depois de concluído o ciclo de estudos / Percentage of graduates that obtained employment until one year after graduating	73

D5. - Description and justification of the teaching staff resources of the unit

D5.1 - Teaching staff

D5.1.2 - Teaching staff

D5.1.2. Equipa docente / Teaching staff

Nome / Name	Categoria / Category	Grau / Degree	Especialista / Specialist	Área científica / Scientific Area	Regime de tempo / Employment link	Informação/ Information
Ana Cristina Vilas Boas Correia	Professor Adjunto ou equivalente	Mestre		Ciência e Tecnologia dos Alimentos	100	Ficha submetida
António de Fátima Melo Antunes Pinto	Professor Adjunto ou equivalente	Mestre	CTC da Instituição proponente	Protecção Integrada	100	Ficha submetida
António Manuel Cardoso Monteiro	Professor Adjunto ou equivalente	Doutor		Ciências Agrárias – Ciência Animal	100	Ficha submetida
António Manuel Santos Tomas Jordão	Professor Adjunto ou equivalente	Doutor		Ciência e Tecnologia de Alimentos	100	Ficha submetida
Carla Sofia Arede dos Santos	Professor Adjunto ou equivalente	Mestre		Ciência Animal	100	Ficha submetida
Carlota Maria de Carvalho Lemos	Professor Adjunto ou equivalente	Doutor		Ciências Educação	100	Ficha submetida
Catarina Manuela Almeida Coelho	Professor Adjunto ou equivalente	Doutor		Ciência Animal	100	Ficha submetida
Cristina Isabel de Victória Pereira Amaro da Costa	Professor Adjunto ou equivalente	Doutor		Engenharia Agronómica	100	Ficha submetida
Daniela de Vasconcelos Teixeira Aguiar da Costa	Equiparado a Assistente ou equivalente	Mestre		Ciência e Tecnologia Pós-Colheita	100	Ficha submetida
Dulcineia Maria de Sousa Ferreira Wessel	Professor Adjunto ou equivalente	Doutor		Química	100	Ficha submetida
Edite Maria Relvas das Neves Teixeira de Lemos	Professor Coordenador ou equivalente	Doutor		Ciências Biomédicas	100	Ficha submetida
Francisco José Matias Marques	Equiparado a Assistente ou equivalente	Licenciado		Ciências Agrárias	100	Ficha submetida
Fernando Jorge Andrade Gonçalves	Professor Adjunto ou equivalente	Doutor		Química	100	Ficha submetida
Helder Filipe dos Santos Viana	Professor Adjunto ou equivalente	Doutor		Ciências Agronómicas ou Florestais	100	Ficha submetida
Helena Maria Paiva Martins Esteves Correia	Professor Adjunto ou equivalente	Licenciado	CTC da Instituição	Engenharia Agrícola	100	Ficha submetida

Nome	Categoria	Grau	CTC	Área	%	Ficha
			proponente			
Helena Maria Vala Correia	Professor Coordenador ou equivalente	Doutor		Ciências Veterinárias	100	Ficha submetida
João Carlos Gonçalves	Equiparado a Professor Adjunto ou equivalente	Doutor		Engenharia Mecânica - Transmissão de Calor	100	Ficha submetida
Ana Cristina Pais Mega de Andrade	Equiparado a Assistente ou equivalente	Mestre		Ciências da Visão - Ciências da Saúde	100	Ficha submetida
Jorge Belarmino Ferreira de Oliveira	Professor Adjunto ou equivalente	Doutor		Ciências Agrárias - Ciência Animal	100	Ficha submetida
José Luís da Silva Pereira	Professor Adjunto ou equivalente	Doutor		Engenharia Rural	100	Ficha submetida
José Manuel Gomes Moreira da Costa	Professor Adjunto ou equivalente	Mestre	CTC da Instituição proponente	Produção Animal - Nutrição e Alimentação	100	Ficha submetida
Manuel José Esteves de Brito	Professor Adjunto ou equivalente	Mestre		Tecnologia Multimédia	100	Ficha submetida
Maria João Cunha Silva Reis Lima	Professor Adjunto ou equivalente	Doutor		Biotecnologia- Especialidade Química	100	Ficha submetida
Maria Lúcia de Jesus Pato	Professor Adjunto ou equivalente	Doutor		Ciências empresariais	100	Ficha submetida
Paula Maria dos Reis Correia	Professor Adjunto ou equivalente	Doutor		Engenharia Alimentar	100	Ficha submetida
Paulo Barracosa Correia da Silva	Professor Adjunto ou equivalente	Mestre	CTC da Instituição proponente	Biologia Celular e Molecular	100	Ficha submetida
Raquel de Pinho Ferreira Guiné	Professor Coordenador ou equivalente	Doutor		Engenharia Química	100	Ficha submetida
Vítor João Pereira Domingues Martinho	Professor Coordenador ou equivalente	Doutor		Economia – Especialidade de Planeamento e Economia Regional	100	Ficha submetida
Fernando Alexandre de Almeida Esteves	Professor Adjunto ou equivalente	Mestre	Título de especialista (DL 206/2009)	Ciencia Animal	100	Ficha submetida
Anabela Cristina Marques da Nave Rodrigues	Equiparado a Professor Adjunto ou equivalente	Mestre	Título de especialista (DL 206/2009)	Agronomia	59.5	Ficha submetida
Carmen Lúcia de Vasconcelos Nóbrega	Professor Adjunto ou equivalente	Doutor		Ciências Veterinárias	100	Ficha submetida
João Rodrigo Gonçalves Goiana Mesquita	Professor Adjunto ou equivalente	Doutor		Ciências Farmacêuticas, especialidade Microbiologia	100	Ficha submetida
Rita Marisa da Silva Cruz Paiva	Assistente convidado ou equivalente	Licenciado	CTC da Instituição proponente	Medicina Veterinária	59.5	Ficha submetida
Diogo Moreira Rato Freire Temudo	Assistente ou equivalente	Licenciado	CTC da Instituição proponente	Medicina Veterinária	50	Ficha submetida
Maria Augusta Carvalho Ferraz	Assistente convidado ou equivalente	Licenciado		Medicina Veterinária	41.7	Ficha submetida
João Maria Coutinho Portela Cabral de Almeida	Assistente ou equivalente	Licenciado	CTC da Instituição proponente	Engenharia Agronomica	59.5	Ficha submetida
Maria Isabel Peixoto dos Santos	Assistente ou equivalente	Licenciado		Ciência Animal	59.5	Ficha submetida
Miguel Cardoso Machado de Oliveira	Equiparado a Professor Adjunto ou equivalente	Licenciado	CTC da Instituição proponente	Agronomia	59.5	Ficha submetida
Vítor Miguel do Amaral Figueiredo	Assistente convidado ou equivalente	Licenciado	CTC da Instituição proponente	Licenciatura em engenharia agroalimentar	59.5	Ficha submetida
Vítor Manuel da Silva Oliveira	Assistente convidado ou equivalente	Licenciado		Engenharia Electrotécnica	16.7	Ficha submetida
Daniel José Teixeira Marques Madeira	Equiparado a Assistente ou equivalente	Licenciado		Engenharia Zootécnica	59.5	Ficha submetida
José Ricardo Correia Nogueira	Assistente convidado ou equivalente	Licenciado		Engenharia Zootecnica	20.8	Ficha submetida
Pedro Rodrigues	Professor Adjunto ou equivalente	Doutor		Engenharia dos Biosistemas	100	Ficha submetida
					3745.7	

D5.2 - Teaching staff

D5.2. Resumo do corpo docente / Teaching staff

Pessoal Docente / Teaching staff	Número de docentes / Number		ETI / FTE	
	2009/10	2015/16 *	2009/10	2015/16 *
Tempo integral / Full Time				
Doutores não especialistas / Non specialist PhDs	8	21	8	21
Doutores especialistas / Specialist PhDs	0	0	0	0
Especialistas não doutorados (CTC) / Non PhD specialists (CTC)	1	4	1	4
Com título de especialista / With title of specialist	0	1	0	1
Outros docentes / Other teachers	29	6	29	6
Tempo parcial / Part Time				
Doutores não especialistas / Non specialist PhDs	0	0	0	0
Doutores especialistas / Specialist PhDs	0	0	0	0
Especialistas não doutorados (CTC) / Non PhD specialists (CTC)	0	5	0	2.86
Com título de especialista / With title of specialist	0	1	0	0.59
Outros docentes / Other teachers	13	5	5.88	1.95
Totais (por grau de qualificação) / Total (by degree)				
Doutores não especialistas / Non specialist PhDs **	8	21	8	21
Doutores especialistas / Specialist PhDs **	0	0	0	0
Especialistas não doutorados (CTC) / Non PhD specialists (CTC) **	1	9	1	6.86
Com título de especialista / With title of specialist **	0	2	0	1.59
Outros docentes / Other teachers **	42	11	34.88	7.95
Corpo docente total / Total teaching staff **	51	43	43.88	37.4

D5.3 - Stability and Training dynamics

D5.3. Estabilidade e dinâmica de formação / Stability and training dynamic

Corpo docente próprio / Full time teaching staff	Número / Number	Percentagem / Percentage
Número de docentes em tempo integral com mais de 3 anos de contrato / Number of full time teachers with a link to the institution for a period over three years	34	100
Número de docentes em doutoramento há pelo menos 1 ano / Number of teachers registered in a doctoral programme for more than one year	8	23.5

D6. - Non teaching staff

D6.1. and D6.2.

D6.1. Non academic staff:
The Agrarian School of Viseu (ESAV) non-teaching staff is composed of 18 members, all working full-time.
55,56% of these workers are women.
At ESAV, 5,56% of the non-teaching elements are between 25 and 29 years old; 16,67% of the non-teaching elements are between 35 and 39 years old; 5,56% of the non-teaching workers are between 40 and 44 years old; 22,22% are between 45 and 49 years old; 22,22% are between 50 and 54 years old; 16,67% of the non-teaching staff members are between 55 and 59 years old; 5,56% are between 60 and 64 years old; and 5,56% are between 65 and 69 years old. The non-teaching staff aging index is 2,25.

D6.2. Qualification:
16,67% of the school staff completed a 4 year education; 22,22% of them have completed their 9th grade; 11,11% have finished high school/12th grade; 22,22% of them have a higher education degree; and 27,78% of the staff members hold a master's degree.
These elements are organized in the following professional categories: higher technicians: 44,44%; technical coordinators: 5,56%; technical assistants: 16,67%; operational assistants: 22,22%; computer experts: 5,56%; and computer technicians: 5,56%.

D.7. - Internationalisation

D.7. Internacionalização / Internationalisation

Nível de internacionalização / Internationalisation level	%
Percentagem de estudantes estrangeiros matriculados na unidade orgânica / Percentage of foreign students enrolled in the unit	0.3
Percentagem de estudantes em programas internacionais de mobilidade (in) / Percentage of students in international mobility programs (in)	1.6
Percentagem de estudantes em programas internacionais de mobilidade (out) / Percentage of students in international mobility programs (out)	0.5
Percentagem de docentes estrangeiros, incluindo docentes em mobilidade (in) / Percentage of foreign teaching staff (in)	8.8
Mobilidade de docentes (out) / Teaching staff mobility (out)	11.8

D.8. - Research (Centres and Units of the Organic Unit)

D8. Investigação (Centros e Unidades no âmbito da Unidade Orgânica) / Research (Centres and Units of the Organic Unit)

Designação / Name	N.º Investigadores Doutorados /No. Researchers with a PhD	Classificação (FCT) / Mark
Não aplicável	0	Não aplicável

D.9. - Support services in the unit

D9 - Serviços de apoio no âmbito da Unidade Orgânica / Support services of the Unit

Designação / Name	Pessoal / Staff
Serviços Académicos	3
Serviços de Contabilidade e Pessoal	4
Serviços de Documentação	2
Serviços Técnicos	9
(4 Items)	18

II – Unit

Questions C1. to C5.

C1. Name:
Escola Superior De Educação De Viseu

C2. Training offer (article 11th, no. 4, of LBSE; article 3th of RJIES; article 6th, no.5, article 8th, no.3, article 16th, no. 5, and article 18th, no. 4 of decree-law 74/2006 changed by decree-law 63/2016):
The School Of Education of Viseu (ESEV) "is a Teaching and Research organic unit belonging to the Polytechnic Institute of Viseu (IPV) that focuses on the scientific, cultural, artistic and technical education of specialized professionals, as well as on providing the community with a wide range of services and on improving the cooperation with regional, national and international entities with which it shares common interests" as it is defined in its legal documents (Order n.º 2654/2010, February 9th)
According to the same documents, ESEV's mission, in the area of its educational offer, is "to develop the quality of its learning/teaching offer , research and service provision in accordance with European guidelines about quality assurance, and at the same time, to develop and improve its contribution to Society" and " to promote high standards qualification and the production, transmission and dissemination of knowledge, to develop its students' cultural, artistic, technological and scientific education and training in accordance with an international reference framework"
The educational program developed by ESEV, in accordance with article 11 of the Lei de Bases do Sistema Educativo (LBES) (the legal document that regulates Portuguese education system) "aims to provide students with a strong cultural and technical education, to develop the students' ability to innovate and to achieve critical analysis and to provide scientific –theoretical and experimental- knowledge and how this knowledge can be used in certain professional activities". These goals will always give a superior importance to a perspective in which applied research has to play a major role, a perspective based on specific problems and on the process of finding the best solutions for those problems.
According to article 3 of the Regime Jurídico das Instituições de Ensino Superior (RJIES) (the legal Framework for higher education institutions), the courses offered by ESEV are advanced vocational and technical courses directed to well-defined professions, as well as courses that will allow students to follow other academic specialization or upgrading and thus being considered as a type of lifelong learning.
ESEV offers CTeSP programs (Child care and Support, Promotion of Educational Activities and Science Dissemination Activities, Production in Performing Arts and Civil Protection- the latter in partnership with other IPV's organic units), Bachelor's degrees (Social Communication, Advertisement and Public Relations, Social Education, Visual Arts and

Multimedia, Sports and Physical Activity, Basic Education and Cultural Performance Arts) and some Master's degrees (Digital Art and multimedia, Applied Communication, Communication and Marketing, Sports- Specialization in sport training, Environmental and Sustainability Education, Special Education- Area of expertise: Cognitive and Mobility Domains, Pre-primary Education and the Teaching in the 1st cycle , The Teaching of English in the 1st cycle, The Teaching of Portuguese and English in the 2nd cycle, 1st cycle and the Teaching of Mathematics and Natural Sciences in the 2nd cycle, 1st cycle and the Teaching of Portuguese and Portugal's History and Geography in the 2nd cycle, Psychosocial Intervention in children and youngsters at risk and Pedagogic Supervision- Kindergarten Education/1st cycle). This diversity results from ESEV's constant adjustments to new rules, guidelines and legislations, namely those introduced by law 74/2006, modified by Law 115/2013.

ESEV possesses its own teaching staff, a set of teachers academically qualified and specialized in an area or areas of expertise which are crucial for the different cycles offered, who "develops activities which are valuable in such areas as the training and research or to the development of high level professional initiatives, through an individual commitment or through different kinds of cooperative processes. ESEV teachers and researchers are regularly attending other scientific institutions' events due to the high quality scientific papers and production submitted."

ESEV possesses human and material resources which are essential to ensure the high level and quality of the education and teaching delivered; each cycle of studies is coordinated by a teacher holding a PHD/Doctorate or by an expert with noted experience and professional competence in the main educational area of the cycle. This element will work full-time for the institution.

The programs and teaching strategies intended to provide the students with mechanisms related to the professional activity they have chosen are prioritized, both in the technical courses, in the bachelor's degrees or in the master's degrees offered by the institution. Students will be given the chance to apply the knowledge they got in specific activities related to the professional profile that suits the profession they have chosen. Every program is composed of different types of curricular units: theoretical classes, theoretical-practical classes and experimental/practical classes and includes internships/projects in which the students will obtain a strong cultural and technical training., will develop their innovative and critical potential and will be provided with scientific knowledge, both theoretical and experimental, that will be useful in their future professional activities.

Master's degrees are educational programs that will lead to a specialisation and/or to an updating process of professional nature. They can also be seen as a kind of lifelong training. That way, master's degrees are in accordance with those strategic guidelines and meet the expectations of the students who wish to continue their academic process and of all the professionals who work in the main areas of the different courses and who want to increase and update their previous knowledge in a lifelong learning perspective and in order to achieve a solid and coherent professional specialization.

Forming teachers who have a strong connection with the courses they teach and who have a consistent academic training and qualification that will meet the students' formative needs and the general goals set for each cycle of studies is a very serious institutional concern. In parallel, integrating the master's degrees into ESEV's formative context aims at increasing the school's research potential. This desire is evident in the strategic priority granted to the reinforcement of the Applied Research Unit (CI&DETS – Centre of Studies in Education, Technology and Health care), a position that confirms the school's scientific and pedagogic dynamism.

C3. Students:

General Regime- 3882 students is the total number of candidates who are looking to enrol in a cycle of studies- (2014-2015 to 2016-2017)- that will grant them a bachelor's degree- 8 different courses in 2014-2015 and 7 in 2015-2016 and 2016-2017. Based on the analysis conducted on the number of students for each school year, we can witness a progressive evolution in the number of students pursuing ESEV courses, even though the Environmental Education program is no longer offered in this school. Comparing 2014-2015 and 2016-2017 we can observe that four courses have experienced an increase in the number of their students: Advertisement and Public Relations, Social Communication, Visual Arts and Multimedia and Basic Education. The bachelor's degree in Advertisement and Public Relations is the course which received the highest number of students' applications in 2016-2017. In 2014-2015, Environmental Education was the ESEV's course with lesser demand, followed by the bachelor's degree in Cultural Animation.

Since the bachelor's degree in Environmental Education ceased to be an option due to the small number of students who had chosen the course two years in a row, the bachelor's degree in Cultural Animation has been the course with the lowest demand for the last three years.

In another analysis reflecting the number of students enrolled in each school year, we could observe that these last three years the number of students has been increasing: in 2014-2015, all the vacancies made available for two courses – Social Communication and Visual Arts and Multimedia, respectively- were filled. Environmental Education and Cultural Animation had less than 10 enrolments. In 2015-2016, all the vacancies opened for three different bachelor's degrees – Social Communication, Sports and Physical Activity and Advertisement and Public Relations- were filled. In 2016-2017, all the vacancies that had been made available in four different courses – Social Communication, Visual Arts and Multimedia, Sports and Physical Activity and Advertisement and Public Relations- were filled.

The number of vacancies that weren't filled has been decreasing gradually for the last three school years. Most of the students who attend our school come from the Viseu and Aveiro districts. This fact is valid for every school year studied. The students from Viseu represent more than 50% of the school's population. Oporto and Guarda are the following districts. These last two years, there has been a greater distribution in terms of the students' origin. We can also witness a fairly constant number of students who come from the islands (Madeira and the Azores).

Students who are over 23- For three consecutive school years, the bachelor's degrees in Sports and Physical Activity and Social Communication have been those that received the highest demand from students who enrolled under special conditions- (namely under the older than 23 program). That situation has been changing lately: in 2014-2015, 20 of the 23 vacancies available were filled, the following year only 17 of the 19 made available were filled and finally, in 2016-2017, only 8 of the 12 vacancies offered were filled. Most of the students who enrolled these last three years were from Viseu.

Master's degree- The school offers a wide variety of Master's degrees. Those degrees are in accordance and maintain a close relationship with the initial formative courses undertaken by their students. We could confirm that, for three years, 287 graduates have showed interest in the offer made available by the school and that 247 graduates eventually enrolled. These last three years there has been a slight decrease in the number of enrolments. The students who have chosen ESAV's Master's degrees are mostly from Viseu (with the highest number of representatives) and Aveiro. CTeSP –As far as the CTeSP offer is concerned, there were 25 vacancies in 2015-2016 available for the "Child Support Program". There were 20 students enrolled, all from Viseu. In 2016-2017, ESEV opened two other programs: "Production in Performing Arts" (20 vacancies) and "Child Support" (25 vacancies). There were only 3 candidates for the first program (in the 2nd phase of the competition) so the program was shut down. 22 of the vacancies for the second program were filled (most of them in the 2nd phase). 15 of those students are from Viseu, 3 from Guarda and 2 from the Aveiro district.

C4. Graduates:

The Bologna Process has deepened the comprehensive overhaul of ESEV's educational offer which was initiated in the first decade of the 21st century. After 20 years devoted mainly to the training of educators and teachers, ESEV broadened its educational and training offer and included other areas like Sports and Physical Activity, Communication, Arts and Social Intervention.

The number of 1st Cycle Courses graduates reached its peak in 2005/2006 (431 graduates), when the students from both the new and the traditional areas graduated at the same time. The lowest number of graduates was recorded in 2010/2011 (256). The number of graduates reported in other school years is quite stable (2011/2012 – 322; 2012/2013 – 308; 2013/2014 – 356). 2014/2015 witnessed a new decrease (290).

As far as master's degrees are concerned, the numbers express a certain regularity (2010/2011 – 68; 2011/2012 – 54; 2012/2013 – 68; 2013/2014 – 52), despite the sharp decline in 2014/2015 (31).

The Active Life Insertion Service (SIVA) offers two different tools that can be used to help graduates accede labour market: Bolsa de Emprego: http://sivabe.ipv.pt/ and Facebook: https://www.facebook.com/sivaipv.

The "Bolsa de Emprego", a sort of job list, is an initiative intended for students/graduates and companies. The IPV organic units and their departments also play an important role in the dissemination of job offers they are aware of.

C5. Teaching staff:

One of IPV and ESEV's deepest concerns is their teaching staff's qualifications, namely those of their doctorates and experts who are needed so that the institution can meet the figures required for the certification or accreditation of Higher Education Courses by the "Agência de Avaliação e Acreditação do Ensino Superior", the Portuguese agency which is responsible for the assessment and accreditation of higher education courses, and meet the requirements defined in the teachers' career code. With this in mind, IPV launched in 2009 an educational program in which teachers whose doctorate plan had been deemed relevant for the fundamental areas of the courses that were being taught in their organic unit were granted several scholarships. The school's teaching staff has to adjust year after year to ESEV's real conditions, in conjunction with the decrease in the number of enrolled students.

Evolution of the number of teachers and students (1st and 2nd cycles of studies):

2014/15: Teachers: 93,325; Students: 1288

2015/16: Teachers: 89,25; Students: 1225

2016/17: Teachers: 88,908; Students: 1185

This year, ESEV has a teaching staff composed of 110 teachers for a total of 88,908 teachers FTE. From the 65 teachers working full time (73,1%), 54 have a legal link with the institution through an indefinite duration employment contract (60,7%). The teachers who work part-time represent 23,908 teachers FTE (26,9%). The number of guest lecturers represents 30,3% of the school's teaching staff (26,908 teachers FTE). ESEV employs 72 doctorates (63,632 doctorates FTE which corresponds to 71,6% of the teaching staff). 52 of them work full-time (80% of the full-time working schedules) and 20 only part-time (11,632 doctorates FTE which corresponds to 48,7% of the teachers FTE who are working part-time)

2 of the doctorates teachers (1,834 teachers FTE) hold simultaneously an expert title under the Law n.º 206/2009, issued on August 31st. 9 of the remaining teachers have concluded the curricular part of their doctorate (6,326 teachers FTE), 18 hold a master's degree (11,843 teachers FTE), 6 got a bachelor's degree (3,02 teachers FTE) and 3 are considered experts by informed decision of ESEV Technical and Scientific Committee, in accordance with the Law n.º 115/2013, issued on August 7th and under the changes implemented by the Law n.º 63/2016, issued on September 13th. ESEV possesses a ratio of 18,6 students per doctorate or expert teacher therefore largely meeting the requirement introduced by the subparagraph b) of article 1 (49) of the Law n.º 62/2007, published on September 10th (RJIES): "possesses, among teachers and researchers who work in the institution as teachers or carry out any research work, at least a teacher who holds an expert title or a doctorate per 30 students"

The scientific areas of expertise of the doctorate teachers are fundamental areas of the course of studies that are part of ESEV educational offer: teachers/trainers training and Educational Sciences; Personal Services (sports); Arts (Fine Arts); Information and Journalism; Business Sciences (Marketing and Advertisement); Social and Behaviour Sciences; Computer Sciences.

In the light of the above and considering the criteria established in paragraph a) of article 6 (6) and of article 16 (6) of the Law n.º 74/2006, published on March 24th and in the Law n.º 63/2016, published on September 13th, ESEV possesses its own teaching staff and is in plain compliance, since 60% the teachers teaching bachelor's degrees and 75% of the teachers teaching master's degrees work full time. As far as paragraph b) of the aforementioned articles are concerned, the teaching staff who teach the bachelor's degrees and the master's degrees is academically qualified and largely meeting the requirements that state that 15% (bachelor's) and 40% (master's) have to hold a doctorate. According to paragraph c) of the aforementioned articles, the teaching staff of the master's courses is specialized in their fundamental areas of qualification, and in some of the bachelor's courses (Advertisement and Public Relations, Social Communication and Cultural Animation) there has been an increase in the number of specialized doctorates and of experts in the fundamental areas so it may soon meet the required figures. As a matter of fact, some teachers are currently submitting/ defending their doctoral thesis and some other have just applied to take the exams that will grant them their title of expert, under the Law n.º 206/2009, published on August 31st. We have to emphasize that once the

first cycle of the external evaluation performed to ESEV courses was over, the Agência de Avaliação e Acreditação do Ensino Superior considered that those courses have a teaching staff who "meets all the legal requirement (own teaching staff, academically qualified and specialized in the fundamental areas)".

Questions C6. to C10.

C6. Facilities:

Several Centres/offices- Computers Support Centre; Documentation and Information Centre; Computer Science Centre; Audiovisual Media Centre ; Projects and Training Support Bureau ; International Cooperation Bureau; Several labs; Digital Arts Lab; Evaluation and Prescription of Exercise Lab; Natural Sciences Lab; Photo Lab; two Multimedia labs; Several Specific Rooms; Gym; Drama Room; Visual Education and Technology Room; Reprography; Recreation Room; Bar and Canteen.
Total area of the site: 7355.66 sqm.
ESEV: floor area: 6096.79 sqm; total floorspace: 6593.22 sqm; covered area: 5385.60 sqm; Conservation status: good.
Main Building: floor area: 5675.55 sqm; total floorspace: 6300.00 sqm; covered area: 2378.00 sqm; Date of construction/remodelling: 1989; Conservation status: good.
Outbuildings (Students' association…): floor area: 236.24 sqm; total floorspace: 293.22 sqm; covered area: 293.22 sqm; Date of construction/remodelling: 1989; Conservation status: good.
Shower rooms: floor area: 78.00 sqm; total floorspace: 90.00 sqm; covered area: 90.00 sqm; Date of construction/remodelling: 2008; Conservation status: good.
Atelier: floor area: 186.00 sqm; total floorspace: 216.00 sqm; covered area: 216.00 sqm; Date of construction/remodelling: 2011; Conservation status: good.

C7. Oriented research, technological development and high level professional development:

ESEV develops its research taking into account the synergy combination between its different cycles of studies, its students and teachers who are, for the most part, CI&DETS researchers.
The CI&DETS is a R&D multidisciplinary unit, certified by the FCT since 2007 that embraces a wide variety of scientific research fields (Educational Sciences, Heath care, Technologies and Management) in an integrated and collaborative vision shared by those different areas of knowledge. This unit ensures the coordination and support granted to research projects, most of which are developed by IPV teachers, but in close cooperation with many others national and international institutions, as well as with different companies and other local institutions.
The CI&DETS's mission is to encourage interdisciplinary networking research activities through the use of different technologies so it may develop an integrated cooperation between its researchers, provide a technological transfer interface and provide services to the community and develop specific solutions for actual problems.
The ESEV teachers are part of the "Education and Social Development" research group, whose coordinator is a teacher from the school. 48 are integrated members of the institution and 10 are collaborators. The activities carried out aim to produce relevant knowledge in some fundamental areas: education and professional development; educational technologies; didactics; educational supervision and innovation; human and social development.
As far as the school's high level professional development dimension is concerned, the high priority given to the qualification of its human resources should be noted. This concern is evident in the effort that was made to qualify most of its teachers with a doctorate degree and to get two of its teachers the title of Teacher Aggregate (in 2010 and 2016).
ESEV has a diversified educational offer for its 1st cycle or for its 2nd cycle of studies and follows an institutional policy that favors its students' involvement in research activities. This active participation in the research process also contributes to a high level professional education that praises evidence-based practices, the construction of theoretical knowledge and the development of a questioning and proactive attitude among students.
When dealing with its teachers' advanced training, importance is also placed on the supervision of doctorate thesis and master's dissertations. We have to mention that there has been a large amount of final papers submitted to the repository. There have been more and more submissions of individual and institutional projects in order to get FCT or CI&DETS funding, or projects that seek community organisms or institutions' funding (CGD). This situation proves that the development felt in areas like education and cultural and social progress is quite real.
Those are finished projects, or projects which are still in progress, developed by ESEV teachers in cooperation with researchers from IPV's other organic units and/or with other external institutions:
- Predictors of School Success in High School ref FSE/CED/83466/2008, concluded in 2011
- Web-Based E-Inspection and E-Performance (WBEE), with 16 international partners sponsored by European Union, ref 2010-1-TR1-LEO 05-16724, completed in 2012, € 23140,00
- P3M Project - Professional Practices of Mathematics Teachers sponsored by FCT, ref PTDC/CPE-CED/098931/2008, concluded in 2012
- The communication of Certainty and Uncertainty in Scientific Writing, with the University of Oporto (Faculty of Arts); University of Macerata Italy (Department of Education, Cultural Heritage and Tourism) and University of North Carolina USA (Medical School), in 2013
- Professional Practices of the Math Teachers funded by FCT, ref PTDC/CPE-CED/098931/2008, concluded in 2014
- Study of the development of excellence in sports, PROJ/CI&DETS/2015/0001, €3000,00
- Humor in the teaching of Math, PROJ/CI&DETS/2015/0005, €7.000,00
- MentHA, Project DGS-O-15 (SM-0-01-15) Viseu, €21.804,00
- Emotional competences for the promotion of educational success: a Systemic Program of Intervention, PROJ/CI&DETS/2015/0006, €4500,00
- Reading representations and Experiences, PROJ/CI&DETS/2016/0013, €4.000,00
- Enlightened Imaginaries in the Teaching of Portuguese, PROJ/CI&DETS/2016/0015, €4.723,00
- Foreign Languages and Employability, PROJ/CI&DETS/CGD/0001, €27.888,72
- Dimensions, principles and objectives of interdisciplinary practices in higher education: a study carried out within the scope of a cooperation project between Portugal and Brazil, PROJ/CI&DETS/CGD/0003, €29.995,23

- Support and Regulation of the teaching-learning process: an analysis of teaching practices, PROJ/CI&DETS/2016/0016, €6.000,00
- School success in higher education: emotional competences and presentation of early school drop-out, PROJ/CI&DETS/CGD/0004, €29.996,24
- Social educator - on the path of prevention, PROJ/CI&DETS/2016/0018, €5.350,00
- Quality of life and cognitive and functional capacities among elderly people: from diagnosis to socio-educational intervention strategies, PROJ/CI&DETS/2016/0020, €6000,00
The quality of the scientific activities developed by the teaching staff got the attention it deserves through communications, held in national and international forums, publications (books, articles in specialized scientific journals), organization of scientific events (national and international conferences, seminars and congresses) with a real impact on the economical development and on the services provided to the community.
These activities follow, for the most part, an applied research paradigm in accordance with the mission of the polytechnic teaching and making important contributions to the improvement of networks and partnerships with the local community.
Those are some of the most relevant conferences: the 13th edition of the Congress of the Portuguese Society of Education Sciences (SPCE) - Frontiers, Dialogues and Transitions in Education (Viseu, between October 6th and 8th 2016); The 15th edition of the International Symposium on Computers in Education (IPV Aula Magna, between November 13th and 15th 2013); the 15th and 16th editions of the JOEL – Studies on the Literature Space- International Day that took place at ESEV, in 2012 and 2014, respectively; A View on Education I, II, III, IV that took place in 2013, 2014, 2015 and 2016, respectively.

ESEV's scientific production:
Books and chapters of national and international books: 10 (2012), 15 (2013), 35 (2014), 37 (2015), 57 (2016)
Articles in national and international journals: 30 (2012), 32 (2013), 79 (2014), 66 (2015), 54 (2016)
Publications of minutes from national and international congresses: 51 (2012), 184 (2013), 80 (2014), 70 (2015), 93 (2016)
Communications in national and international meetings: 150 (2012), 153 (2013), 163 (2014), 167 (2015), 151 (2016)
Organization of conferences, seminars and congresses (national and international): 19 (2012), 16 (2013), 11 (2014), 10 (2015), 14 (2016)
Master's degrees' final papers (repository): 67 (2012), 67 (2013), 63 (2014), 53 (2015), 37 (2016)
The teachers' involvement in the national coordination and implementation of training programs for teachers should be noted. The same has to be said about their cooperation with several Teachers' Training Centres of the region, the services provided for the evaluation and certification of 1st, 2nd and 3rd cycles of Basic Education textbooks (Mathematics, Portuguese, Social Studies, Natural Sciences and Technological Education); their participation in strategic and cooperative initiatives with different regional entities (participation in events in collaboration with the City Hall and/or other entities ("Viseu Educa", "Orçamento Participativo Jovem"- Young students' participative budget); the development and implementation of contests directed to students and teachers of the region, contests that were integrated in projects like "Brilliant Minds" and "Histories with Mathematics"; the teachers' positive response to requests from the General Inspectorate for Education and Science to provide external services regarding the external assessment of schools; the representation among the members of the Executive Council of the European Educational Research Association and their participation in the indexing process of the Millenium Journal in SCIELO RDC. The different interventions carried out with and among the elderly ("Café Memória", for instance) and other populations at risk and the coordination of the Psychology and Psychological Counseling Visits directed to IPV students are some other important initiatives in which teachers have had a relevant participation.

C8. Artistic output:
To fulfill its mission, ESEV has developed a network of partnerships with some local, national and international artistic and cultural entities (Grão Vasco Museum, Viriato Theater, São Luiz Theater, Malaposta Theater, Luís de Camões Theater, Viseu Youth Institute, ACERT, TENDA, Jardins Efémeros, Conservatory of Music of Viseu, Cine Clube of Viseu, London South Bank University, etc) that encourage students to participate in performing activities, exhibitions, musical/theatrical interventions like "Karamazov" project in cooperation with Viriato Theater; "Encounters of New Contemporary Dramaturgies", São Luiz Theater with cooperation of Coletivo 84; "instalar", "REFLEXUS" and "SPATIUM" projects in which the city was seen as a theatrical stage and were part of Jardins Efémeros (Ephemeral Gardens): projects "Câmara do Eco" (Echo Chamber), "Marcha dos Sonhos" (Dreams March) and "Outono Quente" (Warm Autumn) in cooperation with ZUNZUM Association and City Hall; street theater projects "Eco-Pirates", "The Silva", "Mysterious Viseu"; "this is not a cloud", an installation/workshop/live performance in cooperation with Jardins Efémeros and Fábrica das Artes of the Centro Cultural de Belém; project "Alert, Blue Siren"; project "Punchinello" a children's theater play (in cooperation with ZUNZUM and Viseu Youth Institute; Travelling Concert with musical interpretation of a Pachebell's piece; project "EnCantus"; project "An experience at the theater"; project "ə-books [uh-books]" in collaboration with the School of Arts and Creative Industries of London South Bank University in Photobooks projects publication; project "Sound Environments" with creation of sound installations all around Viseu; cooperation in the Youth Theater Festival, organized by Viseu City Hall. In parallel, the Academy Theater has been developing regular activity presenting experimental plays all around the country and got deserved recognition in the Lisbon annual academic theater festival FATAL - public's award 2010, FATAL 2012 First Prize with "Woyzeck", and Honorable Mention FATAL 2015 with Franz Xaver Kroetz' "High Austria". We can't forget the organization of the 2nd edition of Cultural Animation Seminar: "Artistic Creation and Entrepreneurship" in partnership with ESE of the Polytechnic Institute of Castelo Branco.
Teachers and students have also organized or participated in the following activities: Virtual Installation "Penumbra" 2017- Berg at Northen Arts – Gallery in a virtual environment; Virtual Installation- Iva Viana's exhibition 2017 - CRU Gallery – Oporto; Virtual Installation-Exhibition "(n)a Leveza e na Consistência" 2017 ((in) the Lightness and in the Consistency)- Venha a nós a Boa Morte Gallery – Viseu; creation of the logo for the 60th year anniversary of the RTP TV broadcasting channel 2017 – RTP – Lisbon; Graphic image: "Young Musicians Award" Antena 2 2017 – RTP 2 and the Gulbenkian Foundation – Lisbon; Exhibition "Art es Digital, Digital es Arte" 2016 – Museo Vostell Malpartida – Spain; Exhibition "Chants of Chants and other..." 2016 – Olga Santos Galery – Oporto; 30 drawings around the topic

"Valmor and Municipal Architecture Award" 2016 – ECS Capital – Lisbon; Graphic image "Rebrand of RTP1 graphic image" 2015/16 – RTP – Lisbon, Graphic image "Rebrand of RTP 2 graphic image- Educated and Adult" 2015/16 RTP – Lisbon; Graphic image –Exhibitions "18ª Bienal de Cerveira" and "17ª Bienal de Cerveira" 2015 and 2013 – Vila Nova de Cerveira; Graphic image Exhibitions: "Investida" 2015 ("Onslaught") - Sput&Nick – Oporto; "Rebrand of the RTP 3 graphic image" 2015 – RTP – Lisbon; "Virtual Interactive Participatory Arts" 2014 - Avenida da Índia Gallery – Lisbon; "Post human Corporeality Network Symposium Festival" 2014 – Avenida da Índia Gallery – Lisbon; "Art in Hats and Hats in Art" 2014 – Boutou – Gallery in a virtual environment; Exhibition "Art in Hats and Hats in Art" 2013 Art India Gallerie - Gallery in a virtual environment; Virtual installation "Becoming" 2014 - Lost Town - Gallery in a virtual environment; Exhibition "Motel Coimbra" 2014 - Colégio das Artes da Universidade de Coimbra; Graphic image for RTP1 election's night "European Elections 2014" 2014 - RTP – Lisbon; Graphic image- "Rebrand of RTP Informação graphic image" 2014 - RTP – Lisbon; Exhibition of Engravings 2014 - Esteta Gallery– Matriz – Oporto; "15 Minutes of Fame" 2013 - Extéril Gallery– Oporto; "Moving Islands" 2013 - LEA 20- Gallery in a virtual environment; participation in the 10th anniversary of the Second Life 2013 - SL10B - Gallery in a virtual environment; Virtual installation "Scheherazade - if you want to survive - tell a story." 2013 - The Companion- Gallery in a virtual environment; Exhibition "AMIW Video Lounge" 2013 - Brotherton Library Special Collections University of Leeds; Exhibition "One Billion Rising" 2013 - Second Life - Gallery in a virtual environment; Virtual installation "Meta_Body II" 2013 - Delicatessen - Gallery in a virtual environment; Exhibitions of drawings and photographs and of teachers' artistic installations, Jardins Efémeros 2014, 2015 e 2016 – Viseu; Exhibition "Casa de Partida" ("Starting Point")- Final projects submitted by students of the Bachelor's degree in Visual Arts and Multimedia, Jardins Efémeros – Viseu; Exhibition of the works executed by students of Visual Arts and Multimedia in their engraving Curricular Unit 2013, 2014, 2015 e 2016 ESEV – Viseu; Exhibition of the works executed by students in their Drawing III CU- Comics Illustration 2013, 2015 ESEV – Viseu; Artistic Installations: "Árvore de Natal" (Christmas Three), "Os livros que fazem e sabem bem…" (books that do well and taste good…), "Ovos atados" (Tied Eggs) 2014 and 2015 ESEV – Viseu; Artistic project- "FNAC ecoútil" with the Social Education students- exhibits and events 2013, 2014 and 2015 FNAC and ESEV – Viseu; Exhibition "Prata da casa", (our own), exhibition from former Visual Arts and Multimedia students 2012 ESEV – Viseu.

C9. Consultancy:

ESEV has been developing scientific, educational and cultural projects in cooperation with different partners from the community, making the best of the existing spaces, human resources and knowledge to provide to the community. Here are some of the activities carried out in 2016:

- Café Memória Viseu: Project developed in partnership with other entities (The City Hall Social Services,…) in 12 annual sessions (on the 4th Saturday of each month) at ESEV. These sessions are meeting points in which people suffering from dementia and from memory problems, their family members and caretakers and other people who are interested in this area can get together to share experiences, feelings and information about stimulation activities they are familiar with.

- 2016 Participative Budget of the Viseu Parish: Participation in the Participative Budget Improvement and Refinement Committee.

- Youth Participative Budget for the Schools of Viseu: Conception and presentation of 10 proposals of sustainable projects that will lead to an intervention in the community.

- Monitoring Centre for Gipsy Communities: Participation in the meetings of the ObCig Scientific Council, as member. Development of a focus group, in Viseu, about obstacles and strategies for the local integration of Gipsy communities, with representatives coming from different fields: Health care, Police forces, District Attorney Office, Social Security, City Hall, Private Social Solidarity Institutions (IPSS), schools, a Gipsy moderator, Professional Training and Emplymet Institute (IEFP). Objective: to suggest intervention strategies to promote integration.

- Cooperation with the Biomedical Simulation Centre of the Coimbra University Hospital Centre (HUC): Research activities: Elaboration of evaluation and research instruments; submission of research methods and techniques in accordance with the objectives of the courses; execution of the statistical treatment; participation in medical publications; participation of a ESEV teacher as trainer in an Introduction to Medical Sciences Research Methods Program -Science With Wisdom- directed to specialized doctors and interns of that clinical specialty.

- Cooperation with Agrupamento de Escolas D. Dinis in a project about Food Education: elaboration of the intervention program; monitoring of the project implementation; evaluation of the program.

- Viseu Educa 2016 Program: Evaluation of the program for the 2015/16 school year (Pedagogical Program seeking the development of children and teenagers shared by agents from all the local school and educational system) resulting from a protocol between ESEV and the Viseu Municipality; Cooperation in the second edition of the Viseu Educa Forum (Organizing Committee and Moderator of two different panels).

- Opinion on the review of the Curricular Orientations for the Pre-Primary Education (OCEPE): Work group to elaborate the opinion about the proposal for revision of the OCEPE.

- Opinion about the Referential for Educational Development (Pre-primary, Basic Education and Secondary Education): Work group to elaborate the opinion about the Referential for Educational Development (Pre-primary, Basic Education and Secondary Education).

- EPIEBIES Education Referential: work group to issue an opinion about the EPIEBIES Education Referential

- Participation in Local Social Action Council (CLAS): Institutional Representation in the Local Social Action Council.

- Project Equalitas: Cooperation in the elaboration of the Project and member of the ADDLAP Project about gender equality to submit our application to the Quadro 2020.

- Coordination of the IPV Psychology Service and of the Psychological Counselling Consultations offered to the school community and to the surrounding community as well.

- ACT Program to Raise Children in Safe Environments developed by the American Psychological Association (APA): Coordination of the implementation of the program in Portugal; providing technical training to implement the program.

- Project Viseu Aconchega (Viseu Cuddles): an Intergenerational Hosting Program

- Partipation in Dão Petiz Academy: participation of teachers and students from Basic Education Cycles, Environmental Education and Teaching 1st Cycle and Mathematics and Natural Sciences in the 2nd Cycle Bachelor's degrees in the organization and implementation of activities about "Vine Cycle". Project carried out in cooperation with the Agrarian School of Viseu and the City Hall.

- Cooperation with General Inspectorate for Education and Science in its National Assessment of Schools Program: choosing some elements to be part of the expert team carrying out this assessment.
- Scientific Coordination of the 1st Conference Cycle: Master Pieces of Portuguese Art: Scientific Coordination of the conference cycle organized by Viseu City Hall and Teatro Viriato (between May 10th 2016 and June 14th 2016).
- Scientific Coordination of the 2nd Conference Cycle: Major Themes of Portuguese Art: Scientific Coordination of the conference cycle organized by Viseu City Hall and Teatro Viriato (between September 27th 2016 and October 25th 2016).
- Evaluation and Certification of Textbooks: accepting the invitation to evaluate Basic Education textbooks.
- Senior Citizens Activity: coordination of the City Hall Program. A multidimensional study was conducted with all the elderly who participated in the activity and a monthly Training and Evaluation plan was designed and implemented. Finally, a reference matrix was created to define the competences of all the Physical Exercise Technicians who are part of the project.
In accordance with protocols signed with different entities (Higher Education institutions, City Halls, museums, scientific societies, non-governmental organizations, among others) ESEV has organized several national and international scientific events that represented places for reflection, debates, sharing and dissemination of knowledge. These are some of the events that took place in 2016:
- The Habitar [Heritage] Viseu International Congress: In Almeida Moreira's Days (May 18th, 19th and 20th 2016) – presented a series of panels in which topics like sociability and urban landscapes, the territory touristic representations and practices, the communications and transportations development, industrialization and commercial practices and the "institutionalization of socio-cultural and educational institutions (museums most and foremost) were discussed.
- Enlightened Imaginary Encounters: Once upon a time…Children's literature in Portuguese (September 30th 2016) - a meeting place for debate, reflection and imagination from which children's literature gained new forms and shapes in educational spaces and scenarios, in illustration spaces and in representations and stereotypes more or less enlightened.
- 13th Congress of the Portuguese Educational Sciences Society: Frontiers, Dialogues and Transitions (October 6th, 7th and 8th 2016)- The congress provided a meeting, debate and reflection place within Educational Sciences to discuss topics like Frontiers, Dialogues and Transitions.
- 6th Congress of the Sports Scientific and Pedagogical Society (October 14th and 15th 2016)- under the theme: Transversalities in Sports Teaching. The congress's main goal was to elicit the transdisciplinary dynamics of the Sports Pedagogy in its different contexts: from its non-formal pedagogical intentionality to more formal contexts like the teaching of Sports Pedagogy in Higher Education institutions and Sports pedagogical instruments like training textbooks, pedagogical videos, Technical and Pedagogical Posters…
- 4th "Studies on the Literary Space" (IV) JOEEL - (October 20th and 21st 2016) - reflection meeting about some literary topics: Spatiality in Osman Lins's work; space and other artistic manifestations.
- 2nd Alzheimer and other Dementia diseases International Seminar: Knowing, understanding and act (November 11th and 12th 2016) - the event provided a space for the sharing of scientific evidence and practical experiences in the areas of different dementia conditions, so that participants could reflect on how to provide a prompter and more integrated response.
- 22nd ASPEA Environmental Education Pedagogical Meeting (between April 8th and 10th 2016) - the thematic axes of these meetings were: the youngsters' role in Sustainable Societies, Eco-Citizenship and Citizen Science, Projects and Challenges towards a national and international cooperation and the principles and values of the Earth Charter in peace education.
- 5th ESEV Football Symposium (April 20th 2016) - a meeting meant to promote the exchange of knowledge among researchers, coaches, teachers and students.
- Seminar "Gipsy Communities: Actions and Challenges" (December 6th 2016)- Presentation of intervention projects and workshops related to different areas of expertise in health care, education and employment, proposed by people from the Gipsy community.

C10. National and international cooperation:

ESEV has been cooperating with other national and international institutions to organize and implement activities/projects of pedagogical nature. Cooperation to carry out the students' curricular internships and partnerships that will support research projects are the most important. Those are some of the most relevant research projects developed in partnership with different institutions:
- Humat (University of Granada (ES), National University of Cuyo, University of Mendoza (AR)) and PRINT (ESEL (PT) and State University of Santa Catarina (BR));
- MentHA – Menthal Health and Aging DGS-O-15 (SM-0-01-15): UP – ICBAS; UL –Faculty of Psychology, University of Beira Interior, Tondela Viseu Hospital Centre, Santa Casa da Misericórdia (Holy House of Mercy)of Viseu;
- Quality of life and congnitive and funtional capacities among elderly: from diagnosis to socioeducational intervention strategies PROJ/CI&DETS/2016/0020: UL Faculty of Human Motricity , UC- Psychology and Educational Science Faculty, University of Salamance, University of Murcia;
- Research Network on Active and Healthy Ageing by means of Tourism: Gesundheit Österreich Forschung- und Planungs GmbH - Gesundheit Österreich Forschungs- und Planungs GmbH (Austria), Institute of Social Sciences Ivo Pilar (Croatia), University of Padua (Italy), University of Belgrade, Faculty of Organizational Sciences (Serbia), SHEFFIELD 50 + (United Kingdom), University of Seville (Spain), Helsinki University (Finland), E-SENIORS (France), German Sport University Cologne (Germany), University College Cork (Ireland), University of Haifa (Israel), Klaipėda State University of Applied Sciences (Lithuania), among others;
- VIAS | Viseu InterAge Stories - an app to promote social inclusion and healthy lifestyles – Scientific Research and Technological Development Project (IC&DT) – Portugal 2020 (code: 02/SAICT/2016): City Hall of Viseu, Two Play More (2Play+);
Implementation in Portugal of the ACT program to Raise Children in Safe Environments", developed by the APA - American Psychological Association:
- Café Memória: Viseu and The City Hall's Alzheimer Support Centre
-Project Quality of life and congnitive and funtional capacities among elderly: from diagnosis to socioeducational

intervention strategies PROJ/CI&DETS/2016/0020,Project partners: UL- Faculty of Human Motricity , UC- Psychology and Educational Science Faculty, University of Salamance, University of Murcia;
-International Karaté Project: "Sport at School" as part of the Erasmus + project. Project Partners: Portuguese Karate Federation and five more European Federations (Spain, France, Italy, Germany and Poland), co-financed by the European Committee (EC) Erasmus+ Sports Program (Grant Agreement Number: 2015- 3114/001-001) managed by the Education, Audiovisual and Culture Executive Agency;
- Inequalities in childhood obesity: the impact of the socioeconomic crisis in Portugal from 2009 to 2015 [PTDC/DPT-SAP/1520/2014]. Funding entity: Science and Technology Foundation, Faculty of Sciences and Technology of the University of Coimbra;
-Children and teenagers' growth and lifestyles in the Central Region of Portugal [PEst-OE/SADG/UI0283/2013] Funding entity: Science and Technology Foundation, Faculty of Sciences and Technology of the University of Coimbra;
- Angiotensin converting enzyme inhibitors and functional status in hypertensive older adults: a community exercise program. Funding entity: Science and Technology Foundation [SFRH/BD/90221/2012; Project Partners: Faculty of Sports Sciences and Physical Education of the University of Coimbra; Vouga Sousa Hospital Centre- Santa Maria da Feira;
- Maternal gestational weight gain adiposity and blood pressure of Portuguese children aged 2-11 years. A Project that was part of the CIAS strategic Plan called Horizon 2020 [FCOMP-01-0124-FEDER-007483]. Funding entities: Science and Technology Foundation and Faculty of Science and Technology of the University of Coimbra.
- Effect of exercise training and metformin therapy on multifactorial cardiovascular risk in an early stage of type 2 diabetes in older adults: a longitudinal cohort study. Funding entities: Science and Technology Foundation, [SFRH/BD/90221/2012], Faculty of Sports Science and Physical Education of the University of Coimbra.
-Youth and Children's Project about Monitoring System and Monitoring of Sports Physical Activity. Project Partners: Faculty of Sports Science and Physical Education of the University of Coimbra, ESEV of Castelo Branco, Superior Schoolof Education and Social Science of Leiria and ESEV of Viseu;
-The Golden Generation of Portuguese Football: Funding entity: Centre for Health Care, Technology and Education Studies / IPV - Project PROJ/CI&DETS/2015/0001.

Questions C11. and C12.

C11. Internal system of quality assurance:
existe_inst

C11.1. System evolution (system certified by A3ES)
Not applicable.

C11.2. Brief description of system (system not certified by A3ES):
Not applicable.

C11.2.1 Link to quality manual:
<no answer>

C11.3. Contribuition of Unit to the system:
The Polytechnic Institute of Viseu has been implementing an internal quality assurance system (SIGQ) implemented in the entire institution. This system is based on IPV's quality assurance handbook.
As far as the system planning is concerned, school is represented by its President and by the President of the Evaluation and Quality of the Organic Unit Committee at the IPV Council for Evaluation and Quality. The implementation of the internal quality assurance system, within the organic unit, is ensured by the ESEV Presidency and by its Quality Evaluation Committee.
ESEV promotes the participation of the school's community (teachers, non-teaching staff and students) and of the external community (graduates and employers) in the concretization of the school and of the courses' objectives and mission, in the monitoring of the evaluation and of the training programs certification processes and in the promotion of the self-evaluation of its activities.
Specifically, surveys are conducted at the end of each semester (available and statistically treated by IPV' SIGQ) among students and teachers to assess the organic unit and the curricular units. The results of those questionnaires are analysed by the teachers and coordinators of the curricular units who have to write the respective reports. Those reports will reflect the trajectory and development of the different activities, highlighting the positive and negative aspects and the improvement actions designed. The reports written for each course by their coordinators are made available on the Moodle Platform and assessed by the Pedagogical Council and by the Technical and Scientific Council.
Every year, ESEV presents its effectiveness report, in accordance with the criteria defined by the SIGQ and that will allow
to analyse the compliance of the different performance indicators as far as the school's educational offer and its management of the educational activities are concerned, and the elaboration of the necessary improvement measures for the following school years. It takes part in the internal audit process represented both by teachers and by members of its non-reaching staff that were chosen to address these tasks.

C12. Final remarks:
The School of Education of Viseu (ESEV) is an educational organic unit of the Polytechnic Institute of Viseu (IPV) providing qualified professionals with a scientific, cultural, artistic and technical education, providing services to the

community and establishing collaborative relationships with regional, national and international entities in activities of mutual interest.

ESEV wishes to continue the consolidation of its position within the Portuguese Higher Education Institutions, while facing a context of growing demand for excellence.

Its main challenges are the conclusion of the first cycle of the external evaluation of its educational offer, the need to find new ways of generating its own revenues and the need to reorganize its research activities in order to involve students in ESEV's research projects. That way, ESEV wants to give a committed response to the requests directed to its services, in order to promote a sustained review of its educational offer, the rationalization of its services and the reinforcement of the existent cooperation and relationships with the surrounding environment. It also wishes to keep developing its best efforts to increase its involvement in the organization of national and international scientific events which are significant to the programs offered at the school.

Another of its concerns is the strengthening of its partnership network that will ensure the insertion of its students in the labour market.

ESEV wants to increase significantly its participation in students, teachers and non-teaching collaborators' international mobility programs and at the same time wishes to increase the amount of contacts with foreign institutions and attract a larger number of international students.

The cooperation with the students' representative structures, mainly with the ESEV Students' Associations and other ESEV Graduate's organizations, is strategic and may be carried out through joint initiatives.

ESEV also wishes to contribute to the improvement of its services procedures, promoting their flexibility and coordination, their standardization and their integration into the IPV general services.

Strong points: qualified teaching staff involved in R&D projects and in the organization of national and international conferences; large number of partnerships with entities that allow students to carry out their curricular internships in significant working environments.

Weak points: ESEV teachers' overwhelmed teaching schedule; low internationalisation; low investment in the renewing and updating of its equipment.

Annex II

D1. - Training offer

D1.1 - Professional Technical Programmes

D1.1. Cursos Técnicos Superiores Profissionais (TeSP) / D1.1. Professional Technical Programmes

Designação / Name	Data / Date
Apoio à Infância	2015-04-14T00:00:00
Produção nas Artes do Espetáculo	2016-06-22T00:00:00
Promoção de Atividades Educativas e de Divulgação em Ciências	2016-08-08T00:00:00

D1.2 - Licenciatura

D1.2.1 - Accredited study programmes

D1.2.1. Licenciaturas - Ciclos de estudos acreditados / D1.2.1. Licenciaturas - Accredited study programmes

Código / Code	CNAEF	Designação / Name	Duração da acreditação / Accreditation duration	Data / Date
CEF/0910/19037	211	9347 - Artes Plásticas e Multimédia	6	2017-03-21T00:00:00
ACEF/1112/19057	140	9853 - Educação Básica	6	2013-04-02T04:00:00
ACEF/1112/19047	813	9850 - Desporto e Actividade Física	6	2013-05-29T04:00:00
ACEF/1112/19072	342	9930 - Publicidade e Relações Públicas	6	2013-10-06T04:00:00
ACEF/1213/19042	320	9054 - Comunicação Social	6	2015-02-18T00:00:00
ACEF/1415/19062	762	9084 - Educação Social	1	2016-05-30T04:00:00
ACEF/1415/19032	212	9466 - Animação Cultural	1	2017-02-17T00:00:00

D1.2.2 - Not accredited study programmes (including NCE's)

D1.2.2. Licenciaturas - Ciclos de estudos não acreditados (incluindo NCEs) / D1.2.2. Licenciaturas - Not accredited study programmes (including NCE's)

Código / Code	CNAEF	Designação / Name	Data / Date

D1.2.3 - Study programmes no longer being offered

D1.2.3. Licenciaturas - Ciclos de estudos descontinuados / D1.2.3. Licenciaturas - Study programmes no longer being offered

Código / Code	CNAEF	Designação / Name
CEF/0910/19052	142	9082 - Educação Ambiental

D1.3 - Master

D1.3.1 - Accredited study programmes

D1.3.1. Mestrados - Ciclos de estudos acreditados / D1.3.1. Master - Accredited study programmes

Código / Code	CNAEF	Designação / Name	Duração da acreditação / Accreditation duration	Data / Date
CEF/0910/19077	213	Arte, Design e Multimédia	6	2017-03-13T00:00:00
CEF/0910/19102	813	6845 - Desporto e Actividade Física	6	2011-12-13T00:00:00
NCE/11/01811	14	Supervisão Pedagógica (Educação de Infância / 1.º Ciclo do Ensino Básico)	6	2012-05-11T01:00:00
ACEF/1112/19107	342	M202 - Comunicação e Marketing	6	2013-10-11T01:00:00
NCE/13/00756	311	Educação Especial, área de especialização Domínio Cognitivo e Motor	6	2014-02-24T00:00:00
ACEF/1112/19112	311	6986 - Intervenção Psicossocial com Crianças e Jovens em Risco	6	2014-11-06T00:00:00
NCE/14/01721	813	Ciências do Desporto e Motricidade	6	2015-04-15T01:00:00
NCE/14/01676	850	Educação Ambiental e Sustentabilidade	6	2015-05-18T01:00:00
NCE/14/01716	144	Ensino de Português e Inglês no 2.º Ciclo do Ensino Básico	6	2015-06-02T01:00:00
NCE/14/01671	144	Ensino do 1.º Ciclo do Ensino Básico e de Matemática e Ciências da Natureza do 2.º Ciclo do Ensino Básico	6	2015-06-05T01:00:00
NCE/14/01706	144	Educação Pré-Escolar e Ensino do 1.º Ciclo do Ensino Básico	6	2015-06-23T01:00:00
NCE/14/01711	144	Ensino do 1.º Ciclo do Ensino Básico e de Português e História e Geografia de Portugal no 2.º Ciclo do Ensino Básico	6	2015-06-25T01:00:00
NCE/14/02131	144	Ensino de Inglês no 1.º ciclo do Ensino Básico	3	2015-09-23T01:00:00
NCE/15/00229	320	Comunicação Aplicada	6	2016-05-11T01:00:00

D1.3.2 - Not accredited study programmes (including NCE's)

D1.3.2. Mestrado - Ciclos de estudos não acreditados (incluindo NCEs) / D1.3.2. Master - Not accredited study programmes (including NCE's)

Código / Code	CNAEF	Designação / Name	Data / Date
NCE/10/02046	14	Supervisão Pedagógica em Educação de Infância/1º Ciclo do Ensino Básico	2011-06-05T01:00:00
NCE/14/01726	320	Inovação em Comunicação	2015-06-01T01:00:00
NCE/16/00073	311	Intervenção Psicossocial com Pessoas Idosas	2017-01-24T00:00:00

D1.3.3 - Study programmes no longer being offered

D1.3.3. Mestrado - Ciclos de estudos descontinuados / D1.3.3. Master - Study programmes no longer being offered

Código / Code	CNAEF	Designação / Name
ACEF/1112/19132	144	6915 - Educação Pré-Escolar e Ensino do 1º Ciclo do Ensino Básico

CEF/0910/19087	143	6914 - Educação Pré - Escolar
CEF/0910/19092	144	6924 - Ensino do 1º Ciclo do Ensino Básico
CEF/0910/19117	146	6405 - Ensino de Educação Visual e Tecnológica no Ensino Básico
NCE/10/02041	142	Educação e Multimédia
NCE/10/02091	140	Didáctica (Português/Matemática/Ciências da Natureza)

D2. - Vacancies and 1st year enrollments

D2.1 - TeSP - Vacancies (a) and 1st year enrollments (b)

D2.1 TeSP - Vagas (a) e inscritos no 1.º ano (b) / D2.1 TeSP - Vacancies (a) and 1st year enrollments (b)

Ciclo de estudos / Study Programme	14/15		15/16	
	a	b	a	b
Apoio à Infância	0	0	25	20
Produção nas Artes do Espetáculo	0	0	0	0
Promoção de Atividades Educativas e de Divulgação em Ciências	0	0	0	0

D2.2 - Licenciaturas - Vacancies (a) and 1st year enrollments (b)

D2.2 Licenciaturas - Vagas (a) e inscritos no 1.º ano (b) / Licenciaturas - Vacancies (a) and 1st year enrollments (b)

Código / Code	CNAEF	Ciclo de estudos / Study Programme	13/14		14/15		15/16	
			a	b	a	b	a	b
CEF/0910/19037	211	9347 - Artes Plásticas e Multimédia	32	40	32	38	32	35
ACEF/1112/19057	140	9853 - Educação Básica	45	26	45	21	45	35
ACEF/1112/19047	813	9850 - Desporto e Actividade Física	35	48	35	49	35	53
ACEF/1112/19072	342	9930 - Publicidade e Relações Públicas	68	57	68	77	68	72
ACEF/1213/19042	320	9054 - Comunicação Social	63	70	63	65	63	71
ACEF/1415/19062	762	9084 - Educação Social	59	55	59	67	59	64
ACEF/1415/19032	212	9466 - Animação Cultural	26	5	26	13	26	7
CEF/0910/19052	142	Educação Ambiental	29	3	29	1	0	0

D2.3 - Master - Vacancies (a) and 1st year enrollments (b)

D2.3 Mestrado - Vagas (a) e inscritos no 1.º ano (b) / Master - Vacancies (a) and 1st year enrollments (b)

Código / Code	CNAEF	Ciclo de estudos / Study Programme	13/14		14/15		15/16	
			a	b	a	b	a	b
CEF/0910/19077	213	Arte, Design e Multimédia	0	0	0	0	0	0
CEF/0910/19102	813	6845 - Desporto e Actividade Física	0	0	0	0	0	0
NCE/11/01811	14	Supervisão Pedagógica (Educação de Infância / 1.º Ciclo do Ensino Básico)	0	0	0	0	0	0
ACEF/1112/19107	342	M202 - Comunicação e Marketing	25	14	25	17	25	15
NCE/13/00756	311	Educação Especial, área de especialização Domínio Cognitivo e Motor	0	0	25	22	25	19
ACEF/1112/19112	311	6986 - Intervenção Psicossocial com Crianças e Jovens em Risco	30	24	25	27	25	20
NCE/14/01721	813	Ciências do Desporto e Motricidade	0	0	0	0	0	0
NCE/14/01676	850	Educação Ambiental e Sustentabilidade	0	0	0	0	0	0
NCE/14/01716	144	Ensino de Português e Inglês no 2.º Ciclo do Ensino Básico	0	0	0	0	0	0
NCE/14/01671	144	Ensino do 1.º Ciclo do Ensino Básico e de Matemática e Ciências da Natureza do 2.º Ciclo do Ensino Básico	0	0	0	0	25	14
NCE/14/01706	144	Educação Pré-Escolar e Ensino do 1.º Ciclo do Ensino Básico	30	33	30	28	30	16
NCE/14/01711	144	Ensino do 1.º Ciclo do Ensino Básico e de Português e História e Geografia de Portugal no 2.º Ciclo do Ensino Básico	0	0	0	0	0	0
NCE/14/02131	144	Ensino de Inglês no 1.º ciclo do Ensino Básico	0	0	0	0	0	0
NCE/15/00229	320	Comunicação Aplicada	0	0	0	0	0	0

D3. - Total enrollments and graduates

D3.1 - TeSP - Total enrollments(a) and graduates(b)

D3.1 TeSP - Inscritos total(a) e diplomados(b) / TeSP - Total enrollments(a) and graduates(b)

Ciclo de estudos / Study Programme	15/16	
	a	b
Apoio à Infância	20	0
Produção nas Artes do Espetáculo	0	0
Promoção de Atividades Educativas e de Divulgação em Ciências	0	0

D3.2 - Licenciaturas - Total enrollments(a) and graduates(b)

D3.2 Licenciaturas - Inscritos total(a) e diplomados(b) / Licenciaturas - Total enrollments(a) and graduates(b)

Código / Code	CNAEF	Ciclo de estudos / Study Programme	13/14		14/15		15/16	
			a	b	a	b	a	b
CEF/0910/19037	211	9347 - Artes Plásticas e Multimédia	145	34	150	22	149	25
ACEF/1112/19057	140	9853 - Educação Básica	142	49	97	50	85	36
ACEF/1112/19047	813	9850 - Desporto e Actividade Física	144	37	149	35	157	31
ACEF/1112/19072	342	9930 - Publicidade e Relações Públicas	231	32	233	50	229	43
ACEF/1213/19042	320	9054 - Comunicação Social	224	53	226	50	220	62
ACEF/1415/19062	762	9084 - Educação Social	206	58	197	63	185	65
ACEF/1415/19032	212	9466 - Animação Cultural	43	22	32	14	27	11
CEF/0910/19052	142	Educação Ambiental	43	18	25	19	6	17
ACEF/1415/19062	762	Educação Social (Pós-Laboral)	1	5	0	1	0	0

D3.3 - Master - Total enrollments(a) and graduates(b)

D3.3 Mestrado - Inscritos total(a) e diplomados(b) / Master - Total enrollments(a) and graduates(b)

Código / Code	CNAEF	Ciclo de estudos / Study Programme	13/14		14/15		15/16	
			a	b	a	b	a	b
CEF/0910/19077	213	Arte, Design e Multimédia	13	0	6	0	0	5
CEF/0910/19102	813	6845 - Desporto e Actividade Física	0	1	0	0	0	0
NCE/11/01811	14	Supervisão Pedagógica (Educação de Infância / 1.º Ciclo do Ensino Básico)	5	0	0	0	0	4
ACEF/1112/19107	342	M202 - Comunicação e Marketing	35	7	35	8	34	5
NCE/13/00756	311	Educação Especial, área de especialização Domínio Cognitivo e Motor	0	0	22	0	35	0
ACEF/1112/19112	311	6986 - Intervenção Psicossocial com Crianças e Jovens em Risco	36	13	45	10	41	14
NCE/14/01721	813	Ciências do Desporto e Motricidade	0	0	0	0	0	0
NCE/14/01676	850	Educação Ambiental e Sustentabilidade	0	0	0	0	0	0
NCE/14/01716	144	Ensino de Português e Inglês no 2.º Ciclo do Ensino Básico	0	0	0	0	0	0
NCE/14/01671	144	Ensino do 1.º Ciclo do Ensino Básico e de Matemática e Ciências da Natureza do 2.º Ciclo do Ensino Básico	0	0	0	0	14	0
NCE/14/01706	144	Educação Pré-Escolar e Ensino do 1.º Ciclo do Ensino Básico	64	23	63	18	42	23
NCE/14/01711	144	Ensino do 1.º Ciclo do Ensino Básico e de Português e História e Geografia de Portugal no 2.º Ciclo do Ensino Básico	0	0	0	0	0	0
NCE/14/02131	144	Ensino de Inglês no 1.º ciclo do Ensino Básico	0	0	0	0	0	0
NCE/15/00229	320	Comunicação Aplicada	0	0	0	0	0	0
NCE/10/02091	140	Didáctica (Português/Matemática/Ciências da Natureza)	3	0	1	8	1	3
NCE/10/02041	0	Educação e Multimédia	3	1	0	3	0	1
CEF/0910/23202	212	Animação Artística	14	6	6	3	0	5
CEF/0910/19117	144	Ensino de Educação Visual e Tecnológica no Ensino Básico	6	8	1	2	0	2
CEF/0910/19087	144	Educação Pré-Escolar	0	8	0	1	0	0
CEF/0910/19092	144	Ensino do 1º Ciclo do Ensino Básico	0	1	0	0	0	0

D4. - Employability

D4. Empregabilidade / Employability

	%
Percentagem de diplomados que obtiveram emprego em sectores de atividade relacionados com a área do ciclo de estudos /	75.7

Percentage of graduates that obtained employment in areas of activity related with the study programme's area.

Percentagem de diplomados que obtiveram emprego em outros sectores de atividade / Percentage of graduates that obtained employment in other areas of activity	24.3
Percentagem de diplomados que obtiveram emprego até um ano depois de concluído o ciclo de estudos / Percentage of graduates that obtained employment until one year after graduating	48.6

D5. - Description and justification of the teaching staff resources of the unit

D5.1 - Teaching staff

D5.1.2 - Teaching staff

D5.1.2. Equipa docente / Teaching staff

Nome / Name	Categoria / Category	Grau / Degree	Especialista / Specialist	Área científica / Scientific Area	Regime de tempo / Employment link	Informação/ Information
Ana Paula Pereira Oliveira Cardoso	Professor Coordenador ou equivalente	Doutor		Ciências da Educação, na especialidade de Psicologia da Educação	100	Ficha submetida
Ana Maria Rosa Oliveira Henriques Oliveira	Professor Coordenador ou equivalente	Doutor		Ciências Biomédicas	100	Ficha submetida
Anabela Clara Barreto Marques Novais	Professor Coordenador ou equivalente	Doutor		Biologia, especialidade de Ecologia	100	Ficha submetida
Belmiro Tavares da Silva Rego	Professor Coordenador ou equivalente	Doutor		Ciências da Educação - Tecnologia Educativa	100	Ficha submetida
Emília da Conceição Figueiredo Martins	Professor Coordenador ou equivalente	Doutor		Psicologia Pedagógica	100	Ficha submetida
Francisco Emiliano Dias Mendes	Professor Coordenador ou equivalente	Doutor		Ciências do Desporto	100	Ficha submetida
Isabel Maria Carvalho P. Neves Aires de Matos	Professor Coordenador ou equivalente	Doutor		Ciências da Linguagem	100	Ficha submetida
João Paulo Rodrigues Balula	Professor Coordenador ou equivalente	Doutor		Didática	100	Ficha submetida
Maria Cristina Coelho Carvalho Azevedo Gomes Santos e Silva	Professor Coordenador ou equivalente	Doutor		Engenharia Informática	100	Ficha submetida
Maria Dalila Aguiar Rodrigues	Professor Coordenador ou equivalente	Doutor		História da Arte	100	Ficha submetida
Maria Isabel Rola Rodrigues Abrantes	Professor Coordenador ou equivalente	Doutor		Geociências	100	Ficha submetida
Maria João dos Santos Amante Rodrigues Sebastião	Professor Coordenador ou equivalente	Doutor		Psicologia Pedagógica	100	Ficha submetida
Maria Paula Martins Oliveira Carvalho	Professor Coordenador ou equivalente	Doutor		Ciências da Educação	100	Ficha submetida
Susana Cristina Santos Fidalgo Fonseca Moura Lopes	Professor Coordenador ou equivalente	Doutor		Didática	100	Ficha submetida
Vèronique Delplancq	Professor Coordenador ou equivalente	Doutor		Linguística Românica (Fonética/ Comunicação falada)	100	Ficha submetida
Abel Aurélio Abreu de Figueiredo	Professor Adjunto ou equivalente	Doutor		Motricidade Humana - Especialidade de Ciências do Desporto	100	Ficha submetida
Alberto Cartagena da Gama Pereira	Professor Adjunto ou equivalente	Mestre		Administração Escolar	100	Ficha submetida
Ana Luísa Pinto de Souto Melo	Professor Adjunto ou equivalente	Doutor		Ensino Superior - Educação	100	Ficha submetida
Ana Mafalda Santos Portas Matias	Professor Adjunto ou equivalente	Doutor		Ciências da Comunicação	100	Ficha submetida
Ana Maria Marques Costa	Professor Adjunto	Doutor		Letras - Estudos Americanos	100	Ficha

Pereira Lopes	ou equivalente			(História, Literatura e Cultura)	submetida
Ana Patrícia Morais da Fonseca Martins	Professor Adjunto ou equivalente	Doutor		História e Filosofia das Ciências	100	Ficha submetida
Antonino Manuel de Almeida Pereira	Professor Adjunto ou equivalente	Doutor		Ciências do Desporto	100	Ficha submetida
António Augusto Gaspar Ribeiro	Professor Adjunto ou equivalente	Doutor		Didática	100	Ficha submetida
Carla Sofia Pereira Lacerda José	Professor Adjunto ou equivalente	Mestre		Gestão Curricular	100	Ficha submetida
Fernando Alexandre Matos Pereira Lopes	Professor Adjunto ou equivalente	Mestre		Literaturas Clássicas	100	Ficha submetida
Filomena Antunes Sobral	Professor Adjunto ou equivalente	Doutor		Cinema e Audiovisual	100	Ficha submetida
Henrique Manuel Pereira Ramalho	Professor Adjunto ou equivalente	Doutor		Ciências da Educação - Organização e Administração Escolar	100	Ficha submetida
João Augusto Guerra Rocha Nunes	Professor Adjunto ou equivalente	Doutor		Letras, área de História	100	Ficha submetida
João Luís Garcês Esteves	Professor Adjunto ou equivalente	Doutor		Ciências do Desporto	100	Ficha submetida
João Manuel de Oliveira Rocha	Professor Adjunto ou equivalente	Doutor		Educação	100	Ficha submetida
Jorge Manuel Fraga de Mendonça	Professor Adjunto ou equivalente	Mestre	CTC da Instituição proponente	Educação Expressão Dramática	100	Ficha submetida
José Luís Menezes Correia	Professor Adjunto ou equivalente	Doutor		Didática da Matemática	100	Ficha submetida
José Manuel de Almeida Pereira	Professor Adjunto ou equivalente	Mestre		Tecnologia Educativa/Tecnologias da Imagem	100	Ficha submetida
Luís Filipe Ferreira da Bandeira Calheiros	Professor Adjunto ou equivalente	Doutor		História de Arte	100	Ficha submetida
Luís Nuno Figueiredo e Sousa	Professor Adjunto ou equivalente	Doutor		Sociologia	100	Ficha submetida
Maria Cristina Pais Aguiar	Professor Adjunto ou equivalente	Doutor		Educação Musical	100	Ficha submetida
Maria Pacheco Figueiredo	Professor Adjunto ou equivalente	Doutor		Educação	100	Ficha submetida
Maria Teresa Morais de Gouveia Osório Antas de Barros	Professor Adjunto ou equivalente	Doutor		Documentação e Informação Científica	100	Ficha submetida
Nídia Salomé Nina de Morais	Professor Adjunto ou equivalente	Doutor		Ciência e Tecnologias da Comunicação	100	Ficha submetida
Paula Maria de Azevedo Ferreira Rodrigues	Professor Adjunto ou equivalente	Doutor		Design	100	Ficha submetida
Pedro Jorge Coutinho dos Santos Simões	Professor Adjunto ou equivalente	Doutor		Ciências da Comunicação - Estudos de Jornalismo	100	Ficha submetida
Rosina Inês Ribeiro de Sá Fernandes	Professor Adjunto ou equivalente	Doutor		Psicologia - Aconselhamento	100	Ficha submetida
Sara Maria Alexandre e Silva Felizardo	Professor Adjunto ou equivalente	Doutor		Psicologia – Reabilitação	100	Ficha submetida
Susana Barros Fonseca	Professor Adjunto ou equivalente	Doutor		Psicologia	100	Ficha submetida
Ana Isabel Pereira Pinheiro da Silva	Assistente ou equivalente	Doutor		Línguas e Literaturas Modernas - Linguística e Ensino de Línguas	100	Ficha submetida
Paulo Alexandre Mendes Ribeiro Eira	Assistente ou equivalente	Doutor		Ciências do Desporto	100	Ficha submetida
Ana Sofia Lopes Figueiredo	Assistente ou equivalente	Doutor		Arte Contemporânea	100	Ficha submetida
António Manuel Tavares Azevedo	Assistente ou equivalente	Doutor		Ciências do Desporto -(Gestão do Desporto)	100	Ficha submetida
Cristiana do Carmo Duarte Mendes	Equiparado a Assistente ou equivalente	Doutor		Biologia	100	Ficha submetida
Dulce Helena Morgado Raimundo Melão	Assistente ou equivalente	Doutor		Educação	100	Ficha submetida
Lia João de Pinho Araújo	Assistente ou equivalente	Doutor		Ciências Biomédicas	100	Ficha submetida
Pedro Manuel dos Santos Neves Rito	Assistente ou equivalente	Doutor		Tecnologias e Sistemas de Informação	100	Ficha submetida
Teresa Sofia de Almeida Gouveia	Assistente ou equivalente	Doutor		Ciências de Comunicação	100	Ficha submetida
Helena Margarida Santos Vasconcelos Gomes	Equiparado a Assistente ou equivalente	Mestre		Matemática	100	Ficha submetida
Nelson Alexandre	Assistente ou	Mestre		Educação	100	Ficha

Fernandes Gonçalves	equivalente				
Ana Paula Ansellem Carvalho dos Santos	Equiparado a Assistente ou equivalente	Licenciado	Jornalismo	100	Ficha submetida
Leandro Ricardo Nogueira Cavadas	Equiparado a Assistente ou equivalente	Mestre	Artes	100	Ficha submetida
Catarina Antonieta Martins Carneiro de Sousa	Equiparado a Assistente ou equivalente	Doutor	Arte Contemporânea	100	Ficha submetida
José Luís Fernandes Loureiro	Equiparado a Assistente ou equivalente	Licenciado	Licenciatura em Educação - Educação Visual e Tecnológica	100	Ficha submetida
Paula Alexandra Cruz da Silva Xavier	Equiparado a Assistente ou equivalente	Mestre	Psicologia	100	Ficha submetida
Mara Cláudia Pereira Maravilha	Equiparado a Assistente ou equivalente	Licenciado	Professores do 1.ceb - Variante Educação Visual e Tecnológica	100	Ficha submetida
Cátia Clara Ávila Magalhães	Professor Adjunto ou equivalente	Doutor	Ciências Sociais	100	Ficha submetida
Liliana Andrade de Matos Castilho	Equiparado a Professor Adjunto ou equivalente	Doutor	História da Arte	100	Ficha submetida
Luísa Paula Lopes Fernandes Augusto	Equiparado a Professor Adjunto ou equivalente	Doutor	Título de especialista (DL 206/2009)	Ciências da Comunicação	100	Ficha submetida
Paulo Alexandre Moutinho Barroso	Equiparado a Professor Adjunto ou equivalente	Doutor		Filosofia da Linguagem	100	Ficha submetida
Filipa Rodrigues Ramos Pereira	Assistente convidado ou equivalente	Doutor		Ciências da Informação e Comunicação	55	Ficha submetida
Paulo Alexandre Pires Pinto da Silva	Professor Adjunto ou equivalente	Doutor	Título de especialista (DL 206/2009)	Ciências da Comunicação	55	Ficha submetida
Ivone Marília Carinhas Ferreira da Silva	Professor Adjunto ou equivalente	Doutor		Ciências da Comunicação	100	Ficha submetida
José António Ferreira Pinto Sargento	Equiparado a Professor Adjunto ou equivalente	Doutor		Psicologia	55	Ficha submetida
Francisco José Miranda Gonçalves	Equiparado a Professor Adjunto ou equivalente	Doutor		Ciências da Educação Física e Desporto	55	Ficha submetida
Aristides Miguel da Costa Machado Rodrigues	Professor Adjunto ou equivalente	Doutor		Ciências do Desporto e Educação Física	42.5	Ficha submetida
Maribel dos Santos Miranda Pinto	Equiparado a Professor Adjunto ou equivalente	Doutor		Ciências da Educação	100	Ficha submetida
Fátima Susana Mota Roboredo Amante	Professor Auxiliar convidado ou equivalente	Doutor		Filologia Inglesa - Literatura para a Infância	100	Ficha submetida
Ana Berta Correia dos Santos Alves	Assistente convidado ou equivalente	Mestre		Ciências Sociais e do Comportamento	55	Ficha submetida
Ana Cristina Frias Augusto	Equiparado a Assistente ou equivalente	Licenciado		DESIGN DE COMUNICAÇÃO	55	Ficha submetida
Anabela Ferreira de Sousa	Assistente convidado ou equivalente	Mestre		Belas Artes	55	Ficha submetida
Andreia Sofia Pinto de Sousa	Assistente convidado ou equivalente	Mestre		Audiovisuais Produção dos Media	55	Ficha submetida
Carlos Eduardo Gonçalves da Costa Vasconcelos	Equiparado a Assistente ou equivalente	Mestre		Atividade Física e Saúde	100	Ficha submetida
Ivan José d'Almeida Terra	Assistente convidado ou equivalente	Mestre		Multimedia	50	Ficha submetida
Jorge Adolfo de Meneses Marques	Equiparado a Assistente ou equivalente	Mestre		Arqueologia	100	Ficha submetida
Leandra Margarida Prata Cordeiro	Assistente convidado ou equivalente	Mestre		Psicologia Clínica e da Saúde	55	Ficha submetida
Pedro Manuel do Espírito Santo	Assistente convidado ou	Doutor		Gestão	50	Ficha submetida

	equivalente				
André Samuel Oliveira Gama Nunes Barbosa	Assistente convidado ou equivalente	Mestre		Artes e Letras	55	Ficha submetida
Frederico Nuno Ferreira da Costa Tavares	Assistente convidado ou equivalente	Mestre		Informática	55	Ficha submetida
Bruno Miguel Meira Pestana	Assistente convidado ou equivalente	Mestre		Engenharia Informática	32.5	Ficha submetida
Ana Margarida de Oliveira Capelo	Equiparado a Assistente ou equivalente	Doutor		Biologia	25	Ficha submetida
Miguel Ângelo de Almeida Lima	Assistente convidado ou equivalente	Mestre		Ensino da Educação Física	50	Ficha submetida
Ricardo Manuel Mateus Oliveira	Assistente convidado ou equivalente	Mestre		Treino do Jovem Atleta	50	Ficha submetida
Carlos Jorge de Sequeira Duarte	Assistente convidado ou equivalente	Licenciado		Educação Física	32.5	Ficha submetida
Sónia da Conceição Ferreira Barbosa	Assistente convidado ou equivalente	Licenciado	CTC da Instituição proponente	Artes e Expressões Criativas	42.5	Ficha submetida
Mariana Mendonça Veloso	Assistente convidado ou equivalente	Mestre		Artes Performativas	42.5	Ficha submetida
Paula Lobo Ramalhão	Assistente convidado ou equivalente	Doutor		Ciências da Comunicação	55	Ficha submetida
Filipe da Cunha Amaral	Equiparado a Assistente ou equivalente	Licenciado		Ciências do Desporto	100	Ficha submetida
Joana Margarida Rodrigues Lopes Martins Mota	Assistente convidado ou equivalente	Mestre		Ciências da Comunicação	55	Ficha submetida
Andrea Liliana Soares Gonçalves	Assistente convidado ou equivalente	Licenciado		Desporto	100	Ficha submetida
Pedro Miguel da Costa Ferreira	Equiparado a Assistente ou equivalente	Licenciado		Artes Plásticas e Multimédia	100	Ficha submetida
Hugo Miguel Borges Sarmento	Equiparado a Professor Adjunto ou equivalente	Doutor		Ciências do Desporto	42.5	Ficha submetida
Helena Cláudia da Cruz Albuquerque	Equiparado a Professor Adjunto ou equivalente	Doutor		Ciências e Engenharia do Ambiente	55	Ficha submetida
Luís Carlos Oliveira Carvalheiro	Equiparado a Professor Adjunto ou equivalente	Doutor		Física	55	Ficha submetida
Andreia Milene Garcia Henriques Correia	Assistente convidado ou equivalente	Mestre		Didática - Especialização em Ciências para Educadores de Infância e Professores 1.ºCEB	42.5	Ficha submetida
Maria de Fátima Lopes Cardoso	Assistente convidado ou equivalente	Doutor		Ciências da Comunicação	55	Ficha submetida
Esperança do Rosário Jales Ribeiro	Professor Coordenador ou equivalente	Doutor		Psicologia - Especialidade Psicologia da Educação	100	Ficha submetida
Sónia de Almeida Ferreira	Equiparado a Professor Adjunto ou equivalente	Doutor		Ciências da Comunicação	100	Ficha submetida
Manuel Nicolau de Abreu Tudela Almeida Dias	Equiparado a Professor Adjunto ou equivalente	Licenciado	CTC da Instituição proponente	Artes Plásticas - Pintura	42.5	Ficha submetida
					8925	

<no answer>

D5.2 - Teaching staff

D5.2. Resumo do corpo docente / Teaching staff

Pessoal Docente / Teaching staff	Número de docentes / Number		ETI / FTE	
	2009/10	2015/16 *	2009/10	2015/16 *
Tempo integral / Full Time				
Doutores não especialistas / Non specialist PhDs	26	57	26	57
Doutores especialistas / Specialist PhDs	0	1	0	1
Especialistas não doutorados (CTC) / Non PhD specialists (CTC)	0	1	0	1
Com título de especialista / With title of specialist	0	0	0	0
Outros docentes / Other teachers	56	16	56	16
Tempo parcial / Part Time				
Doutores não especialistas / Non specialist PhDs	2	11	1.08	5.44
Doutores especialistas / Specialist PhDs	0	1	0	0.55
Especialistas não doutorados (CTC) / Non PhD specialists (CTC)	0	2	0	0.84
Com título de especialista / With title of specialist	1	0	0.57	0
Outros docentes / Other teachers	38	15	19.67	7.38
Totais (por grau de qualificação) / Total (by degree)				
Doutores não especialistas / Non specialist PhDs **	28	68	27.08	62.44
Doutores especialistas / Specialist PhDs **	0	2	0	1.55
Especialistas não doutorados (CTC) / Non PhD specialists (CTC) **	0	3	0	1.84
Com título de especialista / With title of specialist **	1	0	0.57	0
Outros docentes / Other teachers **	94	31	75.67	23.38
Corpo docente total / Total teaching staff **	123	104	103.32	89.21

D5.3 - Stability and Training dynamics

D5.3. Estabilidade e dinâmica de formação / Stability and training dynamic

Corpo docente próprio / Full time teaching staff	Número / Number	Percentagem / Percentage
Número de docentes em tempo integral com mais de 3 anos de contrato / Number of full time teachers with a link to the institution for a period over three years	65	73.1
Número de docentes em doutoramento há pelo menos 1 ano / Number of teachers registered in a doctoral programme for more than one year	9	10.1

D6. - Non teaching staff

D6.1. and D6.2.

D6.1. Non academic staff:
The School Of Education of Viseu (ESEV) non-teaching staff is composed of 33 members, all working full-time. 88,82% of these workers are women.
At ESEV, 12,12% of the non-teaching elements are between 35 and 39 years old; 30,30% of the non-teaching elements are between 40 and 44 years old; 18,18% of the non-teaching workers are between 45 and 49 years old; 18,18% are between 50 and 54 years old; 6,06% are between 55 and 59 years old; 9,09% of the non-teaching staff members are between 60 and 64 years old; and 6,06% are between 65 and 69 years old.
The non-teaching staff aging index is 3,25.

D6.2. Qualification:
3,03% of the school staff completed a 4 year education; 6,06% of the school staff completed a 6 year education; 24,24% of them have completed their 9th grade; 12,12% have finished high school/12th grade; 45,45% of them have a higher education degree; and 9,10% of the staff members hold a master's degree.
These elements are organized in the following professional categories: higher technicians: 36,36%; technical coordinators: 3,03%; technical assistants: 30,30%; operational assistants: 24,24%; and computer experts: 6,06%.

D.7. - Internationalisation

D.7. Internacionalização / Internationalisation

Nível de internacionalização / Internationalisation level	%
Percentagem de estudantes estrangeiros matriculados na unidade orgânica / Percentage of foreign students enrolled in the unit	0.2
Percentagem de estudantes em programas internacionais de mobilidade (in) / Percentage of students in international mobility programs (in)	0.7

Percentagem de estudantes em programas internacionais de mobilidade (out) / Percentage of students in international mobility programs (out)   0.4

Percentagem de docentes estrangeiros, incluindo docentes em mobilidade (in) / Percentage of foreign teaching staff (in)   2.2

Mobilidade de docentes (out) / Teaching staff mobility (out)   3.4

D.8. - Research (Centres and Units of the Organic Unit)

D8. Investigação (Centros e Unidades no âmbito da Unidade Orgânica) / Research (Centres and Units of the Organic Unit)

Designação / Name	N.º Investigadores Doutorados /No. Researchers with a PhD	Classificação (FCT) / Mark
Não aplicável	0	Não aplicável

D.9. - Support services in the unit

D9 - Serviços de apoio no âmbito da Unidade Orgânica / Support services of the Unit

Designação / Name	Pessoal / Staff
Departamento de Comunicação e Arte	1
Gabinete Técnico CEDOC	4
Gabinete Técnico Centro de Informática	2
Gabinete Técnico Cooperação Interinstitucional	1
Gabinete Técnico Formação e Projetos	2
Gabinete Técnico Centro de Meios Audiovisuais	1
Serviços Administrativos Secretariado a Órgãos de Gestão	2
Serviços Administrativos Académicos	4
Serviços Administrativos Financeiros	4
Serviços Administrativos Recursos Humanos, Expediente e Arquivo	2
Serviços Auxiliares de Apoio Técnicos	1
Serviços Auxiliares de Apoio Administrativo	4
Serviços Auxiliares de Apoio Manutenção	2
Serviços Auxiliares de Apoio Reprografia	1
Serviços Apoio Técnico à Formação	2
(15 Items)	33

II – Unit

Questions C1. to C5.

C1. Name:
Escola Superior De Saúde De Viseu

C2. Training offer (article 11th, no. 4, of LBSE; article 3th of RJIES; article 6th, no.5, article 8th, no.3, article 16th, no. 5, and article 18th, no. 4 of decree-law 74/2006 changed by decree-law 63/2016):
The School of Health (ESSV) of the Polytechnic Institute of Viseu (IPV) is a unit dedicated to the creation, transmission, acquisition, research and diffusion of knowledge in the areas of nursing that it ministers. Its mission is to train professionals with scientific, pedagogical, vocational and cultural skills.
The main objective of the Educational Project of ESSV is the vocational, technical and scientific training, professionally guided towards a constant perspective of applied research and development, focused on understanding concrete problems and the search for effective and sustained solutions.
The teaching provided at ESSV aims to offer solid scientific and technical training at a higher level, to develop the ability for critical analysis and innovation, and to provide scientific knowledge of a theoretical and practical nature in order to carry out professional activities.
In this framework, for secondary level students who are seeking vocational courses or professional courses, as well as for health professionals looking for vocational, postgraduate and lifelong learning courses, the educational offer of ESSV conveyed by qualified teachers (PhD professors, Master's professors, and specialists), values the teaching-learning process and student-centred research.
The pedagogical-didactic practices emphasize active pedagogical methods with simulated practice development in a laboratory context using high fidelity models and the support of current clinical materials.
The theoretical support incorporates modern international guidelines and the current recommendations of the General Directorate of Health Services, the Directorate General of Health Education, the World Health Organization and national and international Scientific Societies/Associations, among others. Research in scientific databases, scientific journals

and technical manuals is a daily pedagogical practice as a means of supporting ethically directed and legally accepted scientific/technical clinical practices. The Repository of the IPV and the Library collection of ESSV are other open source resources for students, professors, partners and the community.

It also articulates teaching strategies, supported in regional and national partnerships, and the internationalization with contexts of work in the practice of clinical research.

The professors (holders of PhD and Master's degrees, and specialists) carry out recognized training as well as research and development of a high professional nature, alone or through participating or collaborating with external scientific institutions, through publications/relevant scientific papers.

The research policy of ESSV includes the participation of students in research projects within the IPV Research Unit (CI&DETS) and the Unit of Research in Health Sciences and Education (UniCISE) within ESSV.

The teaching-research bond is effective through the development and acquisition of skills in the field of nursing/health research, carried out by the theoretical curricular units, and the fieldwork where the tools of the scientific methodology are applied.

The publication/dissemination of the results of the studies in scientific articles in co-authorship with professors, in scientific events by presenting communication and posters, are activities of teaching and research where the students can participate in.

The main aim of the course of studies leading to the licentiate degree in Nursing is to provide the student with knowledge, skills and competencies that enable and ensure him/her the autonomous professional nursing practice in the provision and management of general nursing care to the person throughout their life cycle, to the family, groups and the community. To this end, it assures students a component of applying knowledge, techniques and know-how related to the concrete activities of the professional profile defined by the Portuguese Nurses' Order, the International Council of Nurses (ICN) and the European directives. This is carried out through theoretical teaching and simulated practice in the laboratory as well as in real context through face-to-face pedagogical supervision, developed in health institutions and in the community,

The diversified educational offer at the level of the 2nd cycle of the master's degree in nursing, as well as the existing postgraduate courses, aims to meet the requirements of a diversified demand for higher education. It is focused on meeting the needs of the region's health professionals with regard to updates and research, who look for courses of professional, advanced and continuous updating nature. The course of studies leading to the Master's Degree in Nursing (Medical-Surgical Nursing, Rehabilitation Nursing, Nursing in Maternal Health, Obstetrics and Gynaecology, Child Health Nursing and Paediatrics, and Community Nursing) predominantly ensure the acquisition of a professional specialization by the student. This qualifies him/her for the direct allocation of the title of specialist nurse by the Order of the Portuguese Nurses, given that they confer specific training in an area of clinical practice of nursing: Medical-Surgical Nursing, Rehabilitation Nursing, Nursing in Maternal Health and Obstetrics, Child Health Nursing and Paediatrics, and Community Nursing.

The partnerships, protocols and projects established with health institutions, IPSS and other organizations/entities allow for an effective integration of the students in supervised actions by qualified professors (holders of PhD and Master's degrees, and specialists). These students can be TESP students and students from the 1st and 2nd cycle of training, as well as those attending postgraduate courses. Such supervised actions include practices for both healthy and sick people, resulting from the implementation of the Programmes of the General Directorate of Health Services, therefore participating in the implementation of health policies set by the Portuguese government.

The integration of ESSV/IPV in the Vasco da Gama Programmes/Mobility Projects and the internationalization via Rainbow and Erasmus + aims to support the creation of a European Higher Education Area and to increase the contribution of higher education and advanced vocational education in the innovation process at a European level. To achieve this goal, the teaching taught at ESSV has the following goals:

- to promote the development of quality learning based on the acquisition of key skills, stimulating initiative, autonomy, creativity and competitiveness in order to increase the levels of employability and the possibilities conferred by it;

- to support high-level research, promoting the production of knowledge and technology, innovation and close communication with economic and social partners;

- to encourage intercultural understanding, language learning and a sense of active citizenship (European and trans-European);

- to explore innovative results, products and processes by enhancing quality services based on international benchmarks and good practice, including the social dimension in higher education.

Finally, it should be noted that:

- ESSV's students benefit from the IPV's Social Action Services (SAS), whose mission is to provide the less fortunate students with the best conditions for studying, leading to greater school success through various supports and services, namely: Direct social support (Scholarships; emergency aid) and indirect social support (accommodation and food; access to other educational support);

- The quality of the teaching-learning process/system taught in ESSV, its methods and its results are evaluated by the students and professors through the Internal Quality Assurance System (IQAS) and also audited by the IPV.

- The IPV publishes Millenium - Journal of Education, Technologies, and Health, a peer-reviewed scientific journal with an international editorial board. It is international, available in an electronic format in free access and published in a bilingual format in both Portuguese and English. Millenium assumes itself as a mean available for the scientific and technical dissemination produced by professors, internship supervisors and students of ESSV, whether it be from other organic units of the IPV or the national and international academic community.

- The dynamics of internal training related to non-teaching staff is to promote and authorize their participation in ongoing training activities in the themes/areas inherent in the development/implementation of the most innovative tools and methodologies to support the teaching-learning process in the specific area of ESSV's mission.

C3. Students:

The analysis of the data referring to the demand for the 1st course of studies in Nursing of the general access regime, shows a decrease in the number of candidates for the first phase of the academic year 2009/2010 to the academic year 2015/2016, from 623 to 368. However, it should be noted that the number of vacancies in 2009/2010 was 100 and in 2015/2016 they were reduced to 80. In the first phase of academic year 2009/2010, 81 students were enrolled, representing an occupancy rate of 81% (number of initial positions/vacancies), with the remaining positions being

occupied entirely in the second phase. In the first phase of the academic year 2015/2016, 69 students were enrolled, representing an occupancy rate of 86.25%, with the remaining positions being occupied in the second phase (9) and in the third phase (2).

In line with the need to adjust supply and demand at a national level, ESSV has reduced the number of vacancies and has extinguished the 9501 application, resulting in a reduction in the number of candidates. Reducing the number of candidates is not only a problem at ESSV, but a reality of Portuguese higher education due to the demographic decline, the high number of students retained or dropping out of secondary school, the economic difficulties of families to support higher education and the rationalization of the school network in the inland of the country, which penalizes young adults from unprivileged backgrounds.

Nevertheless, despite the fact that there has been a decrease in the number of candidates in recent years, the demand for accessing ESSV has been significantly higher than that which is offered, and there is no difficulty in recruiting students, resulting in a 100% occupancy rate between the 1st and 3rd phases.

Some of the graduates' employability difficulties in the course of studies are known up to 1 year after having completed the course of studies. Nonetheless, ESSV has an employability rate of more than 70%, which guarantees the return on investment of their studies. Employment at the national level has improved in recent years and emigration presents itself to young people as a strategic option in financial, cultural and socio-professional terms.

Access to ESSV via Special Tenders, especially for those over 23 years of age, decreased from 24 to 16 candidates between the academic years 2009/2010 and 2015/2016. There was, however, a greater number of enrolments due to the increase of vacancies available from 5 to 8, with 100% being placed. This special tender has been a focus of ESSV on promoting lifelong learning.

Another access route to ESSV-IPV is provided by the development of TESP, which is operating in Civil Protection, in partnership with the Agrarian School of Higher Education.

The students are mostly from the District of Viseu, because 50% of the vacancies are allocated to the regional preference with benefits to candidates from the region who are given priority based on where they live.

C4. Graduates:

The analysis regarding the evolution of the course of studies' demand is based on the information provided by the Academic Services of ESSV according to the number of students enrolled as well as graduates. The licentiate degree in Nursing and Master's degree showed that:

In the academic year 2014/2015, there was a decrease in the number of vacancies to 80, as the offer of the Nursing course at national level was high and the School experienced some difficulties regarding the human resources of teaching staff and the locations of the internship.

Of the 116 graduate students in the 1st cycle, 85 (73.28%) responded to the survey (carried out telephonically in January 2017), 82 (96.47%) of whom obtained employment up to one year after having completed their studies; However, there is still a residual value of 3 graduates (3.53%) who obtained employment in other fields. This figure is also close to the number of student-workers in the 1st cycle who did not leave their workplace despite the new qualifications and motivation for professional practice in the area of studies. The high demand and recruitment of newly graduate nurses by the international market has been a reflection of this low employability in the public sector that leads to searching for jobs in foreign countries. There has also been an entrepreneurial attitude involved in the creation of service provision.

Equally important in the region, the creation of a new hospital health unit (CUF - Viseu), an expansion of another health unit (Casa de Saúde S. Mateus) and the opening of new integrated care units to improve the graduates' employability. For the 2nd cycle students, as it is required to have 2 years of professional practice, they are already working in an activity related to the area of the course of studies, allowing us to reach percentage values of 100%.

C5. Teaching staff:

ESSV has a faculty of 23 full-time professors (74.12%) with proper training in Nursing. All the professors have basic training in Nursing with a specialization by the Portuguese Order of Nurses in the areas of Medical-surgical nursing (8 professors), Community Nursing (4), Mental Health and Psychiatric Nursing (4), Child Health Nursing and Paediatrics (3), Maternal and Obstetrical Nursing (3) and Rehabilitation Nursing (2). The total number of professors holds a Master's degree: 8 professors with a Master's degree in Nursing Sciences, 9 in Health Sciences, 3 in Social and Human Sciences, and 3 in Management and Economics of Health Services. All full-time faculty members hold a doctorate degree, of which 6 are PhDs in the course of studies - Nursing Sciences, and the remaining in other fields of Health (10) and Education (7). Under Decree Law nº206/2009, ESSV has 7 specialists in Nursing.

Of the 59 part-time professors, 2 hold PhDs, 2 are Nursing specialists under Decree-Law No. 206/2009, 31 are expert specialists recognized by the STC of ESSV, under Decree-Law No. 115/138 with amendments introduced by Decree-Law No. 63/2016 of 13th September, 39 hold a Master's degree with specialization by the Portuguese Order of Nurses.

In the academic year 2015/2016, the number of students enrolled in the first cycle was 436 and in the second cycle 162, which brings the total to 598 students. The data presented show a reference of 31,6 FTE, which translates into a ratio of 1/19, a value that is far from what was established in 2004 (1/8). This translates into a deficit in the number of professors needed to carry out the pedagogical, scientific, research and cultural activities provided for in the Institution's strategic plan, resulting in the need for the recruitment of new professors, which is hampered by the measures established in Decree-Law No. 169/2006 of 17th August.

Teaching staff shows a high ageing degree, once the minimum age of the 23 full time teachers is 38, and the maximum age is 61. The average age of the full time teaching staff is 54.43 years.

Questions C6. to C10.

C6. Facilities:

ESSV has been constantly concerned with the modernization of its facilities. In 2016, it is worth highlighting the increase in the area covered by 85m2, with the creation of two spaces (17m2 and 68m2 respectively) for the

development of scientific and pedagogical activities. In the total area of 3872m2, there is a library with an important bibliographical and documentary collection, two computer rooms equipped with 60 computers and 10 more distributed through common spaces with access to the Virtual Secretariat and the Moodle Platform, 10 classrooms equipped with Multimedia projectors and laptops with Internet connection and a multimedia interactive system, 3 laboratories of pedagogical practices equipped with technique simulators, anatomical models, and cardiac and ventilator monitoring equipment, 1 auditorium with 204 seats and 6 parking spaces for disabled people or people with other disabilities who require the use of a wheelchair.

In order to optimize the quality of teaching, new programmes and licenses (NVivo, SPSS) were acquired and the use of platforms, systems and computer equipment was enhanced within the last year.

The facilities and equipment are in good condition, and this is ensured through the provision of external services.

The whole School is equipped with access for people with special motor needs, for instance: 2 lifts, 5 elevating platforms and 2 access ramps.

Despite the appropriate facilities and equipment, it is considered necessary to increase the number of laboratories, reorganize spaces for simulated pedagogical practice and the acquisition of more reliable pedagogical models, which are already under study in ESSV's strategic plan for the upcoming years. This will be carried out in a perspective of growth and better adaptation of pedagogical practices aimed at improving the training of its students in favour of the quality of nursing care.

Total area of the land: 7355.66 m2

Net area: 9570.00 m2; Gross area: 3240.00 m2; Covered area: 3872.00 m2; Date of construction/refurbishment: 2016; Conservation status: good

C7. Oriented research, technological development and high level professional development:

Within the last five years, ESSV, as a polytechnic teaching institution, has been permanently seeking, in articulation with the community and social partners, to add to the valorisation and development of society in general and of the region of Viseu. This has been done through its training activities, targeted research and high-level professional development, which have contributed to the creation, dissemination and transfer of knowledge and the promotion of science, culture and professional knowledge.

In the area of targeted research activities, the institution's research and development policies have made it possible to implement mechanisms that link teaching and research, in particular with regard to students' contact with research/innovation activities and economic value of knowledge. The number of PhD professors and the existence of the Centre for Studies in Education, Technology and Health (CI&DETS - IPV) and the Unit for Research in Health Sciences and Education (UniCISE - ESSV) are unequivocal evidence of the creation of conditions for institutional restructuring and projection, and for the sustained development of targeted research activities, which in the last five years have been objectively translated by highly satisfactory indicators achieved by the ESSV faculty. Namely, guidance of: 18 PhD Theses in national and international universities; 281 Final Reports/Master's Dissertations in ESSV and other institutions of Higher Education; 108 Final Course Papers/Monographs.

In a further dimension, focused on high-level professional development activities, high priority has been given to a strong investment in the qualification of human resources. In 2016, the outcome revealed the acquisition of the academic degree Doctorate within the entire ESSV faculty.

As a result, this reality has allowed the concentration of efforts in specific research areas in the nursing field. Thus, it can be stated that there is now a clearly defined and generalized research policy for all the ESSV's scientific-pedagogical units, resulting in the increase of individual or institutional initiatives for the proposal and development of research projects funded by the Foundation for Science And Technology (FCT) or subsidized by CI&DETS, or even by community bodies/institutions, therefore constituting important indicators concerning the development of the nursing intervention area. Of the various projects, the following are highlighted:

- Monitoring of Child and Youth Health Indicators: Impact on health education;

- Helicoviseu: Prevalence and risk factors of Helicobacter pylori infection in adolescents, adults in the Viseu district. Project funded by CI&DETS - IPV and the Foundation for Science and Technology;

- Research in Palliative Care: a contribution to better care;

- Portugal 2020 - "MAISaúdeMental - Monitoring and Mental Health Indicators for Assessing Children and Adolescents: from Research to Practice";

- Supported by the Centre for Studies in Education, Technologies and Health - IPV (CI&DETS), with the following references: PROJ/CI&DETS/CGD/0004 - "Academic Success in Higher Education: Emotional Skills and Abandonment Prevention". In the area of Life and Health Sciences;

- PROJ/CI&DETS/CGD/0005 - Supervision and Mentoring in Higher Education: Successful Dynamics (SuperES);

- PROJ/CI&DETS/2016/0017- "Prevalence of breastfeeding, motivation, difficulties and the help of nurses";

- PROJ/CI&DETS/2015/0006 - "Emotional skills for promoting school success: systemic intervention programme".

There is also a notable increase in the scientific production of ESSV professors, both in terms of publishing scientific articles and presenting papers at national and international events, as well as in the publication of books or chapters, bearing in mind that many of them be developed in co-authorship with students and ESSV Invited Assistants.

Still with regard to the indicators of scientific efficiency, it should be noted that the high-level professional development activities by ESSV professors have also been materialized by incorporating them (via invitation) into research centres outside the IPV, through participating in the review of scientific articles and other reviews, in editorial boards of scientific journals, in scientific committees and organising committees of national and international scientific events, and by participating in specific relevant training within the field of nursing.

Despite the positive trend of these indicators, much remains to be done. We believe that it is essential to continue to foster an environment which encourages professors not only to develop research, but also to seek and secure funding for research and dissemination. In order to achieve this objective, we are aware that it is necessary, and this is a commitment that has already been made over the next few years, to increase the participation of students and those who are assigned as assistants in research activities even more; to continue to increase a policy of incentives for scientific production; to foster the quality of ESSV's faculty participation in calls for funding programmes in order to increase funding for research projects; to strengthen the role of UniCISE towards a greater capacity to intervene in the design and implementation of local and regional partnership projects with other Health/Education/Social Sciences institutions, mainly in the field of nursing; to improve the position of ESSV in the "ISI Web of Science" rankings; and to

strengthen cooperation protocols with international institutions and universities, specifically within the scope of the Portuguese-Speaking African Countries (PALOP), since we believe that one of the aspects considered most relevant in terms of the internationalization of research is precisely the establishment of strategic partnerships with foreign institutions and reference universities.

Pertaining to the economic dimension of research and development (R&D) activities appropriate to ESSV's mission, it is clear that, in recent years, these have increasingly taken a leading role in the growth and development of the loco-regional economy and society itself. The current situation clearly determines investment in R&D, capable of meeting the economic and social needs of the region and the country. As an example, in the Viseu district alone, in the last 5 years, two new private hospitals, a network of 7 units of continuous care and 10 Institutions for Admission of the Elderly (ERSI's) have been created. Five more are expected to open within the next two years, in which all of them will recruit nurses trained in ESSV, resulting in a considerable socioeconomic impact. On the other hand, the importance of R&D activity in the training of specialized and postgraduate human resources who are capable of meeting the requirements of new health care needs is vital. This is a need that ESSV has, in a structuring and articulated way, and is well-known to provide differentiated training in the most diverse areas of nursing specialization, considered one of the noble missions of ESSV.

In another context, there is still a strong autonomy on behalf of ESSV in the promotion of entrepreneurship activities among its students, which have resulted in entrepreneurial pilot programmes in the field of nursing (e.g. home care, palliative care), thus enhancing the creation of direct and indirect jobs, with implications for local and regional economic value.

The research produced at ESSV values the projects with an impact on the improvement in health care, which translates into indicators of greater well-being, quality of life and health of the people of the region.

However, we believe that strategies for the region's and country's economic value should not be exhausted in the implementation of activities at a national level. Rather, they should be fostered by community programmes, which may be alternatives for the impact of research carried out by ESSV.

As indicators of scientific production, it is worth mentioning the production of 378 articles in international journals and 160 articles in national journals, 25 Scientific/Research awards in co-authorship with students.

C8. Artistic output:
Not applicable

C9. Consultancy:
The services provided by ESSV to the community are the consequence of its mission to train health professionals, especially nurses, with scientific, technical, pedagogical, human and cultural skills. Bearing in mind the knowledge transfer to the community and reciprocal appreciation, training comprehends, in addition to the component of theoretical education, clinical teaching and research, the provision of services to the community with the following objectives: promoting the health and well-being of the community, school success, co-operating in health literacy and participating in citizenship and social responsibility. The following activities are mentioned: the dissemination of volunteering to support institutionalized elderly people and support the pilgrims of Fatima; Holding lectures on Health Education in the various schools in the region, especially in the area of sexual education and healthy lifestyles; Project "Investing in Ability" - Schools in Nelas, where various activities were developed with gifted students; Carrying out health education activities in the community and school, in collaboration with the Portuguese League Against Cancer, Centre Regional Hub, contributing to the primary and secondary prevention of cancer; Awareness activities for immigrant women in sexual and reproductive health and integration of immigrants in the region of Viseu through GProjeto Mundificar, funded by FEINPT and promoted by ADRL in partnership with ESSV; Carrying out various activities in the field of Child Safety, such as Road Safety programmes, in partnership with the Safety Alert Group in which the School is represented; Participation in the Committee for the Protection of Children and Youth of Viseu (CPCJ), comprising the broader committee since October 2014; Fundraising for charity institutions in the region; Training Courses from the Centre for the Assistance to Victims of Domestic Violence in Viseu; Biometric screening in the community in partnership with local autarchies; Participation in solidarity walks to raise awareness for solidarity support to IPV students; Development of the Systemic Interaction Programme, which consisted in intervention amongst parents, teachers and students of the 2nd and 3rd cycle of schooling, in order to acquire emotional skills to promote school success for children and young people; The execution of training cycles within the scope of active aging, in different institutions for the elderly, in response to the geodemography of the Region where ESSV is inserted; Collaboration with Universidade Sénior e Autodidata Visiense and Liga de Amigos e Voluntariado of the Tondela Viseu Hospital Center, EPE.

The continuous training of nurses, other health professionals and the community in general has been a concern of ESSV and we have developed several and diversified Courses, Conferences, Seminars, Congresses, etc., highlighting the International Congresses: I World Congresses of children and youth health Behaviours and IV National Congress on Health Education 23rd, 24th and 25th May 2013, II World Congress of Research in Health, School of Health in Viseu, 7th and 8th October 2014 and III World Congress of Health Research, ESSV, IPV, September 29th and 30th, 2016. The ESSV is aware of the training needs of nurses and other health professionals in response to the population's health needs. The educational offer covers a wide range of postgraduate courses, namely: Palliative Care, Gerontology and Geriatrics, Emergency and ER, Basic Life Support, Wounds, Mental Health Nursing and Psychiatry, Work Nursing and Educational and Clinical Supervision.

As a result, all of this provision of services has led to the qualification of health professionals and the community in general with reflections on health gains and improvement in the well-being and quality of life of the population.

C10. National and international cooperation:
ESSV organizes and cooperates with other national and international institutions in scientific, technological, educational and cultural activities. The teaching staff of the course of cycles has been integrating several scientific research projects that are developed in partnerships between several institutions, both national and international. Namely, the participation in national and transnational projects, such as the National School of Public Health, the

Universities of Porto, Aveiro, Minho, Évora, Trás-os-Montes and Alto Douro, the Institute of Bioethics of UCP, Universidade Sénior e Autodidata de Viseu (USAVIS), the Institute of Solidarity and University Cooperation (ISU), the Research Centre in Child Studies - UMinho, Health Sciences Research Unit: Nursing - ESEnfCoimbra (UICISA) and the five Organic Units of the IPV.

Of the national cooperation activities, we highlight the field trips to reference health institutions with innovative projects.

It is also worth mentioning the following projects: Project Mundificar, for the integration of immigrants in the region of Viseu, financed by FEINPT, and promoted by ADRL in partnership with ESSV; Project RESMI - a Higher Education Network for Intercultural Medication. There is a Protocol of collaboration with the High Commissioner for Migration. Through the cooperation protocol with the School of Nursing Dr. José Timóteo Montalvão Machado - Chaves, two professors participate in the teaching activities of the licentiate course. Also based on a protocol of cooperation with the School of Health - Polytechnic Institute of Santarém, two professors participate in the teaching activities of the Master's courses in Nursing.

International mobility operates through the following programmes:

- Erasmus +, in which the IPV's internationalization strategy defines the increase of cooperation, exchanges and mobility as essential means to promote full training of the individual and acquisition of key skills, stimulating initiative, creativity, autonomy, in order to increase the levels of employability. Hence, the principle of recognition and transparency of qualifications and skills is maintained so as to ensure the circulation of people in the international space for the purpose of pursuing studies or professional qualifications. Partnerships in the Nursing field include 13 institutions with whom cooperation protocols are established: Belgium (Erasmus University College and VIVES University College), Spain (University of La Rioja and Vallodolid University), Finland (Novia University of Applied Sciences and Turku University of Applied Sciences), France (Institut de Formation Interhospitalier Théodore Simon), Hungary (University of Debrecen, Medical and Health Science Center), Italy (Università degli Studi del Piemonte Orientale "Amadeo Avogrado"), Latvia (Riga Medical College of University of Latvia), Lithuania (Kaunas University of Applied Sciences), Norway (Stord/Haugesund University College) and Turkey (Adnan Menderes University).

At ESSV, the main target group for international mobility activities are 1st and 2nd cycle students in nursing, for internship. The participation of students in internships is promoted, both at a level of curricular and extracurricular professional training, taking advantage of the IPV's participation in the Erasmuscentro in collaboration with all of the polytechnic institutes of the central region of Portugal. Professors are also a priority in international cooperation for participation in teaching missions, training and other research projects that strengthen international synergies.

- IPMacau, with the Consortium of the Coordinating Council of the Portuguese Polytechnic Institutes (CCISP) with the Polytechnic Institute of Macau, promotes the mobility of professors and students within the framework of established cooperation relations of research, teaching, training and curricular internships. This latter case with great adherence by the academic community.

- Intensive Program Rainbow (IPRainbow), with the following schools/institutions: Erasmushogeschool, Belgium; Hogeschool van Amsterdam, The Netherlands; Kaunas College, Faculty of Health Care, Lithuania; Mid Sweden University, Department of Nursing and Health Sciences, Sundsvall, Sweden; Novia, University of Applied Sciences, Sector of Health Care and Social Welfare, Vasa, Finland; Oslo University College, Faculty of Nursing, Norway; Polytechnic Institute of Leiria, School of Health, Portugal; IPV, School of Health, Portugal; Riga Medical College, Latvia; University of the West of Scotland, Hamilton, United Kingdom (Scotland). Participation in IP Rainbow makes it possible to: Promote inter-institutional contact; provide the exchange of experiences and knowledge with the students of the Nursing Degree Course, from the different partner institutions.

- There are also other international cooperation activities such as internships in the 2nd cycle of Nursing Master's degrees (Israel, Switzerland, and Spain). The field trips made to the services/institutions related to the support/integration regarding situations of illness and social problems. These visits made it possible to get to know the reality of the clinical practice, how they are organized in terms of health and the type of care they provide (visit to the Palliative Care Unit of San Camilo, Madrid, Neurological Rehabilitation Centre in Havana, Rio de Janeiro, Ilha de Santiago in Cape Verde).

Questions C11. and C12.

C11. Internal system of quality assurance:
existe_inst

C11.1. System evolution (system certified by A3ES)
Not applicable

C11.2. Brief description of system (system not certified by A3ES):
Not applicable

C11.2.1 Link to quality manual:
<no answer>

C11.3. Contribuition of Unit to the system:
ESSV has a Committee for Evaluation and Quality (ComAQ), which works in dependence and in collaboration with the Council for Evaluation and Quality (CAQ) of the IPV. This committee implements the Quality Management System through different mechanisms. Firstly, by drawing up an internal quality regulation which it proposes to the Council for the approval, promotion and quality control and evaluation of ESSV and its courses; it participates in the design and implementation of surveys for professors and graduate students as well as employers; it coordinates and participates in all processes of self-evaluation and external evaluation of ESSV's performance, as well as scientific and pedagogical

activities subject to the national evaluation and accreditation system. In addition, it complies with the multi-annual plan provided by the IPV, it applies the evaluation and quality standards, defined above, carries out the evaluation process and prepares its report, proposing measures to correct weaknesses that were noted. The aforementioned areas of evaluation include the School, the Courses, the Departments, the pedagogical procedures, the laboratories assigned to scientific-pedagogical activities and the services, too.

ComAQ promotes the participation of the internal community (professors, non-teaching staff and students) and external (graduates and employers) in the accomplishment of the objectives and mission of the School and courses, in the monitoring of the evaluation and accreditation processes of the training courses, in addition to promoting the self-assessment of all research and development activities.

Specifically, at the end of each semester, surveys (made available and treated statistically by the IQAS of the IPV) are applied to students and professors to evaluate the school, curricular units and pedagogical activities. To this end, the academic community is made aware through the semester coordinators and the scientific-pedagogical units through team meetings, Pedagogical Council meetings, Scientific Technical Council meetings and via e-mail and the Moodle platform. The completion rates for these surveys are very positive, around 90%. In the case of graduates, surveys are also available annually on the platform Internal Quality Assurance System (IQAS) and they are encouraged to be completed by via e-mail and telephone. Compliance with this survey has been slightly lower than that of students and professors, with a rate of (61%) in the last school year (2015-2016). The survey for employers has been applied every three months years (by decision of the Council for Evaluation and Quality), with similar awareness to that of graduates, but the completion rate of the last evaluation was only 48.6%.

The results of the above-mentioned surveys are analysed by the professors (holders and collaborators) of the curricular units and by the semester/course coordinators who prepare reports of the Curricular Unit (CU) and final semester/course report. These reflect the trajectory and development of the different educational activities, mainly emphasizing the negative and positive aspects as well as respective improvement actions. Whenever improvement actions are identified, the implementation and monitoring are the responsibility of the professors in charge of the curricular units, Scientific-Pedagogical Units. The reports are made available on the Moodle platform for students to be informed and then sent to the Scientific Technical Council for review and approval.

Also, in collaboration with the IQAS of the IPV, at the end of each year ESSV carries out and analyses reports on performance indicators and overall effectiveness of the School and Courses that allow for a continuous monitoring of the indicators and introduce improvements in the IQAS itself.

In addition to the aforementioned aspects, self-assessment processes are materialized annually through internal audits carried out by IPV audit teams. From these audits, reports are drawn up highlighting the strengths, weaknesses and suggestions for improvement that are submitted to the IPV Quality Manager and then presented to the President of the UO, the ComAQ, the Scientific Technical Council and the Pedagogical Council, to analyse and implement the necessary improvements.

The exposure given on the ESSV page, concerning the existence and functionality of the Commission for Evaluation and Quality, is modest as it limits its presentation, composition and internal quality regulation.

C12. Final remarks:

Scientific, cultural, social and economic development is a strategic purpose of ESSV fostered by the investment in human capital and better qualification with repercussions on the population's health. Only a broader vision and a culture of education based on rigor and demand can overcome the challenges of building knowledge and cultural integration. It is therefore important to promote the real qualification of health professionals, strongly based on quality education for young people, adults and the population in general.

Thus, ESSV's development strategies are fundamentally based on:

- the creation of various educational courses (licentiate, master's, post-graduate, Tesp postgraduate and short-term courses) that correspond to the aspirations and future projects of the population and the needs of society;

- the dissemination and clarification of the objectives of the course of studies of the educational offer;

- the recruitment of students, disseminating the courses through the media, local and national newspapers, the IPV News Channel, IPV Open Days, vocational orientation fairs, billboard advertising, the IPV and ESSV website;

- the continuous monitoring of the quality assurance of the course of studies and school success;

- promoting network partnerships with higher education institutions, at a national and international level, making the training more attractive and sustainable;

- the promotion and development of research lines, with special emphasis on Nursing and Health Sciences, through submissions and the execution of national and/or international research projects;

- the elaboration and reinforcement of cooperation protocols between ESSV and care institutions and business sectors;

- the improvement of material resources and infrastructures, namely the creation of new laboratory spaces;

- the promotion of entrepreneurial dynamics throughout the students' path of training;

- the development of the internationalization of the entire educational community, whether it be the path of training or vocational training;

Strengths:

- Qualified, specialized, dynamic, motivated faculty involved in R&D projects and participation in national and international conferences;

- Visibility and credibility in the training of nurses both nationally and internationally;

- Coherence between the objectives of the course of studies and the institutional strategic mission;

- Strategic vision that allows to prospect new needs of the provision of services to the community in diversified sectors;

- High levels of demand for the course, filling in all the vacancies;

- Good school success rates, close to 100%, and low dropout rates in the 1st cycle;

- Equipped with adequate technological and bibliographical resources, facilities and equipment (classrooms, documentation centre, computer labs and wireless network);

- Laboratories are currently undergoing structural modernization in updating high fidelity equipment;

- Student Body dynamically organizing activities;

- Active participation of the students in the academic bodies and community;

- Existence of structures to support National and International mobility and the insertion in the labour market (Services of Insertion in the Active Life);
- Implementation of a quality management system (IQAS) for the teaching and training process;
- Existence of a Regulation for the Evaluation of the Performance of Teaching Personnel, (Dispatch 14/2012 DR No. 208, 2nd Series 2 of 26/10) and non-teaching personnel within the scope of SIADAP;
- Close articulation with work contexts (cooperation protocols), where clinical teaching with practice nurses' mentoring is developed;
- The existence of nurses who are specialized and recognized with merit in clinical practice, hired part-time for pedagogical supervision;
- Increase in the number of international mobility students who seek ESSV;
- Incentive and financial support for the development of scientific training, research and dissemination.
Weaknesses:
- High work overload of teaching staff attending to the teacher/student ratio;
- Difficulties in the conditions of support to the clinical teaching processes: Clinical Teaching spaces and work overload of the supervisor/student ratios;
- Little involvement of employers and former students in the process of evaluating the course and monitoring of the graduates;
- Lack of dissemination of the results and the development of research projects with health care institutions;
- Deficit in the use and mobilization of the results of research projects that contribute to the improvement in contexts of the clinical practices;
Improvement Plan:
- Involve the institutions and their health teams in the research projects of the School;
- Carry out congresses in partnership;
- Disclose the results of the research performed to the institutions;
- Check in with the institutions to find out which problems are necessary to investigate;
- Disseminate to the leaders of the institutions the results of research with outcomes that impact on clinical practice;
- Continue the training under clinical supervision for guest assistants and supervisors of the EC;
- Create a service available to former students on the ESSV website offering benefits (access to the database platform, bibliographic resources, information about job offers, events and news, and the possibility of using the ESSV facilities);
- Conduct awareness-raising activities for the completion of surveys among graduates and employers;
- Improve the mechanisms to support the search for the first job (invite recruitment companies, advertise job vacancies on the ESSV page and Facebook).
Also, as part of the improvement plans, we privilege the recruitment of teaching and non-teaching staff, the reformulation/improvement of infrastructures and new laboratory spaces, the resizing of the parking lot and the increase in project applications.

Annex II

D1. - Training offer

D1.1 - Professional Technical Programmes

D1.1. Cursos Técnicos Superiores Profissionais (TeSP) / D1.1. Professional Technical Programmes

Designação / Name	Data / Date

<no answer>

D1.2 - Licenciatura

D1.2.1 - Accredited study programmes

D1.2.1. Licenciaturas - Ciclos de estudos acreditados / D1.2.1. Licenciaturas - Accredited study programmes

Código / Code	CNAEF	Designação / Name	Duração da acreditação / Accreditation duration	Data / Date
CEF/0910/19162	723	Enfermagem 9500 e 9501	6	2011-12-13T00:00:00

D1.2.2 - Not accredited study programmes (including NCE's)

D1.2.2. Licenciaturas - Ciclos de estudos não acreditados (incluindo NCEs) / D1.2.2. Licenciaturas - Not accredited study programmes (including NCE's)

Código / Code	CNAEF	Designação / Name	Data / Date
NCE/09/01872	725	Análises Clínicas e Saúde Pública	2010-07-09T01:00:00
NCE/10/01981	726	Nutrição e Qualidade Alimentar	2011-06-30T01:00:00
NCE/11/01196	726	Fisioterapia	2012-06-15T01:00:00

D1.2.3 - Study programmes no longer being offered

D1.2.3. Licenciaturas - Ciclos de estudos descontinuados / D1.2.3. Licenciaturas - Study programmes no longer being offered

Código / Code	CNAEF	Designação / Name

<no answer>

D1.3 - Master

D1.3.1 - Accredited study programmes

D1.3.1. Mestrados - Ciclos de estudos acreditados / D1.3.1. Master - Accredited study programmes

Código / Code	CNAEF	Designação / Name	Duração da acreditação / Accreditation duration	Data / Date
NCE/09/00642	723	Enfermagem de Saúde Infantil e Pediatria	6	2010-05-26T01:00:00
NCE/09/00647	723	Enfermagem Comunitária	6	2010-05-26T01:00:00
CEF/0910/23582	723	Mestrado em Enfermagem de Saúde Materna Obstetricia e Ginecologia	6	2011-12-13T00:00:00
CEF/0910/19172	723	Mestrado em Enfermagem Médico-Cirurgica	6	2011-12-13T00:00:00
CEF/0910/19177	723	Mestrado em Enfermagem de Reabilitação	6	2011-12-13T00:00:00

D1.3.2 - Not accredited study programmes (including NCE's)

D1.3.2. Mestrado - Ciclos de estudos não acreditados (incluindo NCEs) / D1.3.2. Master - Not accredited study programmes (including NCE's)

Código / Code	CNAEF	Designação / Name	Data / Date
NCE/10/01971	726	Promoção da Saúde e Apoio Social	2011-07-29
NCE/13/00416	720	Cuidados Paliativos	2014-03-13
NCE/15/00259	720	Cuidados Paliativos	2016-03-26

D1.3.3 - Study programmes no longer being offered

D1.3.3. Mestrado - Ciclos de estudos descontinuados / D1.3.3. Master - Study programmes no longer being offered

Código / Code	CNAEF	Designação / Name
CEF/0910/19167	853	Mestrado em Educação para a Saúde
NCE/09/00637	723	Enfermagem de Saúde Mental e Psiquiatria

D2. - Vacancies and 1st year enrollments

D2.1 - TeSP - Vacancies (a) and 1st year enrollments (b)

D2.1 TeSP - Vagas (a) e inscritos no 1.º ano (b) / D2.1 TeSP - Vacancies (a) and 1st year enrollments (b)

Ciclo de estudos / Study Programme			14/15		15/16	
			a	b	a	b

<no answer>

D2.2 - Licenciaturas - Vacancies (a) and 1st year enrollments (b)

D2.2 Licenciaturas - Vagas (a) e inscritos no 1.º ano (b) / Licenciaturas - Vacancies (a) and 1st year enrollments (b)

Código / Code	CNAEF	Ciclo de estudos / Study Programme	13/14		14/15		15/16	
			a	b	a	b	a	b
CEF/0910/19162	723	Enfermagem 9500 e 9501	100	115	80	93	80	88

D2.3 - Master - Vacancies (a) and 1st year enrollments (b)

D2.3 Mestrado - Vagas (a) e inscritos no 1.º ano (b) / Master - Vacancies (a) and 1st year enrollments (b)

Código / Code	CNAEF	Ciclo de estudos / Study Programme	13/14		14/15		15/16	
			a	b	a	b	a	b
NCE/09/00642	723	Enfermagem de Saúde Infantil e Pediatria	20	14	20	14	20	8
NCE/09/00647	723	Enfermagem Comunitária	20	11	20	10	0	0
CEF/0910/23582	723	Mestrado em Enfermagem de Saúde Materna Obstetricia e Ginecologia	20	13	20	8	0	0
CEF/0910/19172	723	Mestrado em Enfermagem Médico-Cirurgica	35	34	35	31	0	0
CEF/0910/19177	723	Mestrado em Enfermagem de Reabilitação	25	25	25	23	0	0

D3. - Total enrollments and graduates

D3.1 - TeSP - Total enrollments(a) and graduates(b)

D3.1 TeSP - Inscritos total(a) e diplomados(b) / TeSP - Total enrollments(a) and graduates(b)

Ciclo de estudos / Study Programme	15/16	
	a	b

<no answer>

D3.2 - Licenciaturas - Total enrollments(a) and graduates(b)

D3.2 Licenciaturas - Inscritos total(a) e diplomados(b) / Licenciaturas - Total enrollments(a) and graduates(b)

Código / Code	CNAEF	Ciclo de estudos / Study Programme	13/14		14/15		15/16	
			a	b	a	b	a	b
CEF/0910/19162	723	Enfermagem 9500 e 9501	510	102	474	116	436	103

D3.3 - Master - Total enrollments(a) and graduates(b)

D3.3 Mestrado - Inscritos total(a) e diplomados(b) / Master - Total enrollments(a) and graduates(b)

Código / Code	CNAEF	Ciclo de estudos / Study Programme	13/14		14/15		15/16	
			a	b	a	b	a	b
NCE/09/00642	723	Enfermagem de Saúde Infantil e Pediatria	25	17	34	8	19	12
NCE/09/00647	723	Enfermagem Comunitária	12	16	18	4	10	8
CEF/0910/23582	723	Mestrado em Enfermagem de Saúde Materna Obstetricia e Ginecologia	30	14	16	9	12	7
CEF/0910/19172	723	Mestrado em Enfermagem Médico-Cirurgica	60	11	44	12	50	15
CEF/0910/19177	723	Mestrado em Enfermagem de Reabilitação	38	17	33	15	24	15

D4. - Employability

D4. Empregabilidade / Employability

	%
Percentagem de diplomados que obtiveram emprego em sectores de atividade relacionados com a área do ciclo de estudos / Percentage of graduates that obtained employment in areas of activity related with the study programme's area.	97.4
Percentagem de diplomados que obtiveram emprego em outros sectores de atividade / Percentage of graduates that obtained employment in other areas of activity	3.5
Percentagem de diplomados que obtiveram emprego até um ano depois de concluído o ciclo de estudos / Percentage of graduates that obtained employment until one year after graduating	96.5

D5. - Description and justification of the teaching staff resources of the unit

D5.1 - Teaching staff

D5.1.2 - Teaching staff

D5.1.2. Equipa docente / Teaching staff

Nome / Name	Categoria / Category	Grau / Degree	Especialista / Specialist	Área científica / Scientific Area	Regime de tempo / Employment link	Informação/ Information
Alexandra João Rodrigues Marques Gil	Assistente convidado ou equivalente	Mestre		Enfermagem de Saúde Infanfil e Pediatria	5.7	Ficha submetida
Amadeu Matos Gonçalves	Professor Adjunto ou equivalente	Doutor		Ciências de Enfermagem	100	Ficha submetida
Ana Isabel Nunes Pereira de Azevedo e Andrade	Professor Adjunto ou equivalente	Doutor	Título de especialista (DL 206/2009)	Estratégias de intervenção psicoeducativa	100	Ficha submetida
Ana Maria Anjos Rocha	Assistente convidado ou equivalente	Mestre	CTC da Instituição proponente	Saúde Materna Obstetrícia e Ginecologia	12.5	Ficha submetida
Ana Maria Ferreira Henriques de Campos	Assistente convidado ou equivalente	Licenciado	CTC da Instituição proponente	Enfermagem	13	Ficha submetida
Anabela Tavares Antunes Almeida	Assistente convidado ou equivalente	Mestre	CTC da Instituição proponente	Ciências Sociais	14.1	Ficha submetida
António Madureira Dias	Professor Adjunto ou equivalente	Doutor		Ciências de Enfermagem	100	Ficha submetida
Carla Maria Viegas e Melo Cruz	Professor Adjunto ou equivalente	Doutor	Título de especialista (DL 206/2009)	Educação	100	Ficha submetida
Carlos Manuel de Figueiredo Pereira	Professor Coordenador ou equivalente	Doutor	CTC da Instituição proponente	Ciências da Saúde	100	Ficha submetida
Carlos Manuel de Sousa Albuquerque	Professor Adjunto ou equivalente	Doutor	CTC da Instituição proponente	Psicologia	100	Ficha submetida
Carlos Manuel Nogueira Martins dos Santos	Assistente convidado ou equivalente	Mestre	CTC da Instituição proponente	Enfermagem de Saúde Mental e Psiquiatria	12.5	Ficha submetida
Cláudia Margarida Correia Balula Chaves	Professor Adjunto ou equivalente	Doutor	CTC da Instituição proponente	Ciências da Educação	100	Ficha submetida
Cristina Paula Ferreira de Oliveira Albuquerque	Assistente convidado ou equivalente	Licenciado	CTC da Instituição proponente	Enfermagem	12.5	Ficha submetida
Daniel Marques da Silva	Professor Coordenador ou equivalente	Doutor	Título de especialista	Ciências da Educação	100	Ficha submetida

			(DL 206/2009)			
Deolinda Maria Rodrigues Gonçalves da Silva Frois	Assistente convidado ou equivalente	Mestre	CTC da Instituição proponente	Enfermagem de Saúde Materna Obstetrícia e Ginecologia	12.5	Ficha submetida
Emília de Carvalho Coutinho	Professor Adjunto ou equivalente	Doutor		Ciências de Enfermagem	100	Ficha submetida
Ernestina Maria Verissimo Batoca da Silva	Professor Coordenador ou equivalente	Doutor	Título de especialista (DL 206/2009)	Bioética, Ciências da Saúde	100	Ficha submetida
Filomena da Conceição Paulo Nogueira	Assistente convidado ou equivalente	Mestre		Saúde Materna, Obsterícia e Ginecologia	9.4	Ficha submetida
Francisco José Dinis de Matos Abreu	Assistente convidado ou equivalente	Licenciado		Enfermagem	13.5	Ficha submetida
João Carvalho Duarte	Professor Coordenador ou equivalente	Doutor	CTC da Instituição proponente	Ciências da Saúde	100	Ficha submetida
José António Borges Martins	Equiparado a Professor Adjunto ou equivalente	Licenciado		Medicina Interna	12.2	Ficha submetida
José dos Santos Costa	Professor Coordenador ou equivalente	Doutor		Ciências da Saúde	100	Ficha submetida
José Figueiredo Rodrigues	Assistente convidado ou equivalente	Mestre		Enfermagem Saúde Mental e Psiquiatrica	13.5	Ficha submetida
Leonor Elisa Baltasar Costa Rodrigues	Assistente convidado ou equivalente	Licenciado	CTC da Instituição proponente	Enfermagem	13.5	Ficha submetida
Lídia do Rosário Cabral	Professor Coordenador ou equivalente	Doutor		Ciências da Saúde	100	Ficha submetida
Manuela Maria da Conceição Ferreira	Professor Coordenador ou equivalente	Doutor	Título de especialista (DL 206/2009)	Ciências da Educação	100	Ficha submetida
Margarida Costa Loureiro Dias Ferreira	Assistente convidado ou equivalente	Mestre	CTC da Instituição proponente	Enfermagem Saúde Materna Obstetrícia e Ginecologia	12.5	Ficha submetida
Margarida Maria Lopes de Carvalho	Assistente convidado ou equivalente	Mestre	CTC da Instituição proponente	Enfermagem de Saúde Infantil e Pediatria	11.7	Ficha submetida
Maria Amélia dos Santos Lopes	Assistente convidado ou equivalente	Mestre		Enfermagem Médico-Cirúrgica	27.1	Ficha submetida
Maria da Conceição Almeida Martins	Professor Coordenador ou equivalente	Doutor		Ciências da Educação	100	Ficha submetida
Maria da Graça Ferreira Aparício da Costa	Professor Adjunto ou equivalente	Doutor	CTC da Instituição proponente	Ciências e Tecnologias da Saúde	100	Ficha submetida
Maria do Patrocínio Quaresma Martins	Assistente convidado ou equivalente	Licenciado		Enfermagem	12.5	Ficha submetida
Maria Helena Rosário Rodrigues	Assistente convidado ou equivalente	Mestre	CTC da Instituição proponente	Enfermagem Médico-Cirúrgica	14.1	Ficha submetida
Maria Isabel Bica Carvalho Costa	Professor Adjunto ou equivalente	Doutor		Ciências de Enfermagem	100	Ficha submetida
Maria Madalena de Jesus e Cunha Nunes	Professor Adjunto ou equivalente	Doutor	Título de especialista (DL 206/2009)	Desenvolvimento e Intervenção Psicológica	100	Ficha submetida
Maria Natália Miranda da Silva	Assistente convidado ou equivalente	Licenciado		Enfermagem	12.5	Ficha submetida
Maria Odete	Professor	Doutor	CTC da	Saúde Pública especialidade em Promoção da Saude	100	Ficha

Nome	Categoria	Grau	Título	Área	%	
Pereira Amaral	Adjunto ou equivalente		Instituição proponente			submetida
Maria Regina Tavares dos Santos Costa	Assistente convidado ou equivalente	Licenciado		Enfermagem	12.5	Ficha submetida
Olivério de Paiva Ribeiro	Professor Adjunto ou equivalente	Doutor	Título de especialista (DL 206/2009)	Enfermagem	100	Ficha submetida
Paula Alexandra de Andrade Batista Nelas	Professor Adjunto ou equivalente	Doutor	CTC da Instituição proponente	Ciências da Educação	100	Ficha submetida
Pedro Miguel Figueiredo Simões	Assistente convidado ou equivalente	Licenciado		Enfermagem	10.3	Ficha submetida
Rosa Maria Lopes Martins	Professor Coordenador ou equivalente	Doutor	CTC da Instituição proponente	Outras Ciências Médicas	100	Ficha submetida
Rui Manuel Tavares Dionísio	Assistente convidado ou equivalente	Mestre	Título de especialista (DL 206/2009)	Sociopsicologia da Saúde	19.5	Ficha submetida
Sandra Maria Branquinho Mendes Oliveira	Assistente convidado ou equivalente	Licenciado		Enfermagem	12.5	Ficha submetida
Sofia Margarida Guedes de Campos Salvado Pires	Equiparado a Professor Adjunto ou equivalente	Doutor		Ciências da Educação	25.7	Ficha submetida
Suzana Maria Fernandes Serrano André	Professor Coordenador ou equivalente	Doutor		Ciências de Enfermagem	100	Ficha submetida
Andreia Alexandra Soares Plácido	Assistente convidado ou equivalente	Licenciado		Enfermagem	26.6	Ficha submetida
Andreia Henriques Gonçalves	Assistente convidado ou equivalente	Mestre	CTC da Instituição proponente	Enfermagem de Reabilitação	20.5	Ficha submetida
Carla Marina Pereira Tavares	Assistente convidado ou equivalente	Licenciado		Enfermagem	6.8	Ficha submetida
Carla Filipa Teixeira dos Santos	Assistente convidado ou equivalente	Mestre	CTC da Instituição proponente	Gestão	14.6	Ficha submetida
Carla Gonçalves Figueiredo	Assistente convidado ou equivalente	Mestre		Enfermagem Comunitária	17.7	Ficha submetida
Carla Maria de Sousa Morais	Assistente convidado ou equivalente	Mestre	CTC da Instituição proponente	Enfermagem Médico Cirúrugica	29.2	Ficha submetida
Carla Patrícia Machado Alves	Assistente convidado ou equivalente	Mestre	CTC da Instituição proponente	Enfermagem de Saúde Infantil e Pediatria	29.2	Ficha submetida
Catarina Rosa Saraiva Marinho	Assistente convidado ou equivalente	Mestre	CTC da Instituição proponente	Enfermagem de Saúde Infantil e Pediatria	20.5	Ficha submetida
Elisabete Vaz Figueiredo	Assistente convidado ou equivalente	Mestre	CTC da Instituição proponente	Enfermagem de Reabilitação	6.6	Ficha submetida
Elsa Maria Esteves Monteiro Pinto	Assistente convidado ou equivalente	Mestre	CTC da Instituição proponente	Enfermagem de Reabilitação	6.6	Ficha submetida
Fernando Jorge Andrade Figueiredo da Silva	Assistente convidado ou equivalente	Mestre	CTC da Instituição proponente	Enfermagem Médico-Cirúrgica	29.2	Ficha submetida
Fernando Manuel Monteiro de Carvalho	Assistente convidado ou equivalente	Licenciado	CTC da Instituição proponente	Enfermagem	18.8	Ficha submetida
Francisco Miguel Lopes dos Anjos Marques	Assistente convidado ou equivalente	Mestre	CTC da Instituição proponente	Enfermagem de Reabilitação	20.5	Ficha submetida
Gabriela da Silva Farias	Assistente convidado ou	Mestre	CTC da Instituição	Enfermagem de Reabilitação	6.6	Ficha submetida

	equivalente		proponente			
Isabel Cristina Bento Fernandes	Assistente convidado ou equivalente	Licenciado		Enfermagem	10.6	Ficha submetida
Isabel Geraldes Martins Verdelho Andrade	Equiparado a Professor Adjunto ou equivalente	Licenciado		Medicina	3.1	Ficha submetida
Isabel Maria Ferreira Vaz Tavares Pereira	Assistente convidado ou equivalente	Mestre	Título de especialista (DL 206/2009)	Enfermagem Médico-Cirúrgica	10.6	Ficha submetida
Isabel Maria Martins de Almeida Videira	Assistente convidado ou equivalente	Mestre	CTC da Instituição proponente	Enfermagem de Reabilitação	10.6	Ficha submetida
Jorge Manuel Pereira da Costa	Assistente convidado ou equivalente	Licenciado	CTC da Instituição proponente	Enfermagem	12.5	Ficha submetida
José Machado da Costa Eduardo	Assistente convidado ou equivalente	Mestre		Ciências da Saúde Microbiologia Molecular	12.2	Ficha submetida
Lucília do Céu Silva Barroca	Assistente convidado ou equivalente	Licenciado		Enfermagem	14.6	Ficha submetida
Luis Miguel Pereira Condeço	Assistente convidado ou equivalente	Mestre	CTC da Instituição proponente	Enfermagem de Saúde Infantil e Pediatria	25	Ficha submetida
Marco António Madruga Vieira	Equiparado a Professor Adjunto ou equivalente	Licenciado		Acupuntura e Fitorerapia Tradicional Chinesa	12.2	Ficha submetida
Maria Alice Jesus Silva	Assistente convidado ou equivalente	Mestre	CTC da Instituição proponente	Enfermagem Médico-Cirúrgica	14.6	Ficha submetida
Maria de Lurdes Almeida Ferreira	Assistente convidado ou equivalente	Licenciado		Enfermagem	10.6	Ficha submetida
Maria do Rosário Rodrigues Baptista	Assistente convidado ou equivalente	Licenciado		Enfermagem	5.8	Ficha submetida
Maria Helena da Encarnação Moreira	Assistente convidado ou equivalente	Doutor	CTC da Instituição proponente	Ciências da Educação	1.5	Ficha submetida
Maria Leonor Pais Loureiro Monteiro	Assistente convidado ou equivalente	Licenciado		Enfermagem	14.6	Ficha submetida
Maria Natália Rodrigues Presas	Assistente convidado ou equivalente	Licenciado		Enfernagem	6.3	Ficha submetida
Mauro Alexandre de Almeida Coelho	Assistente convidado ou equivalente	Mestre	CTC da Instituição proponente	Enfermagem Médico-Cirúrgica	20.5	Ficha submetida
Rui Pedro Gonçalves Libório	Assistente convidado ou equivalente	Mestre	CTC da Instituição proponente	Enfermagem Médico-Cirúrgica	16.7	Ficha submetida
Sílvia Margarida Leão Borges	Assistente convidado ou equivalente	Mestre	CTC da Instituição proponente	Enfermagem MédicoCirúrgica	10.6	Ficha submetida
Sónia Lúcia Monteiro Leal	Assistente convidado ou equivalente	Licenciado		Enfermagem	14.6	Ficha submetida
Vera Lúcia Barbosa Almeida	Assistente convidado ou equivalente	Mestre	CTC da Instituição proponente	Enfermagem Médico-Cirúrgica	29.2	Ficha submetida
Vera Mónica Santos Carvalhinha	Assistente convidado ou equivalente	Mestre	CTC da Instituição proponente	Enfermagem Médico-Cirúrgica	29.2	Ficha submetida
Natercia Durão Coelho	Assistente convidado ou equivalente	Mestre	CTC da Instituição proponente	Enfermagem Médico-Cirúrgica	9.4	Ficha submetida
					3164.2	

<no answer>

D5.2 - Teaching staff

D5.2. Resumo do corpo docente / Teaching staff

Pessoal Docente / Teaching staff	Número de docentes / Number		ETI / FTE	
	2009/10	2015/16 *	2009/10	2015/16 *
Tempo integral / Full Time				
Doutores não especialistas / Non specialist PhDs	12	8	12	8
Doutores especialistas / Specialist PhDs	0	15	0	15
Especialistas não doutorados (CTC) / Non PhD specialists (CTC)	0	0	0	0
Com título de especialista / With title of specialist	0	0	0	0
Outros docentes / Other teachers	13	0	13	0
Tempo parcial / Part Time				
Doutores não especialistas / Non specialist PhDs	0	1	0	0.25
Doutores especialistas / Specialist PhDs	0	1	0	0.01
Especialistas não doutorados (CTC) / Non PhD specialists (CTC)	0	31	0	4.96
Com título de especialista / With title of specialist	0	2	0	0.29
Outros docentes / Other teachers	54	24	9.58	2.86
Totais (por grau de qualificação) / Total (by degree)				
Doutores não especialistas / Non specialist PhDs **	12	9	12	8.25
Doutores especialistas / Specialist PhDs **	0	16	0	15.01
Especialistas não doutorados (CTC) / Non PhD specialists (CTC) **	0	31	0	4.96
Com título de especialista / With title of specialist **	0	2	0	0.29
Outros docentes / Other teachers **	67	24	22.58	2.86
Corpo docente total / Total teaching staff **	79	82	34.58	31.37

D5.3 - Stability and Training dynamics

D5.3. Estabilidade e dinâmica de formação / Stability and training dynamic

Corpo docente próprio / Full time teaching staff	Número / Number	Percentagem / Percentage
Número de docentes em tempo integral com mais de 3 anos de contrato / Number of full time teachers with a link to the institution for a period over three years	23	100
Número de docentes em doutoramento há pelo menos 1 ano / Number of teachers registered in a doctoral programme for more than one year	0	0

D6. - Non teaching staff

D6.1. and D6.2.

D6.1. Non academic staff:
The Health School of Viseu (ESSV) non-teaching staff is composed of 25 members, all working full-time. 76,00% of these workers are women.
At ESSV, 4,00% of the non-teaching elements are between 35 and 39 years old; 20,00% of the non-teaching elements are between 40 and 44 years old; 20,00% of the non-teaching workers are between 45 and 49 years old; 16,00% are between 50 and 54 years old; 28,00% are between 55 and 59 years old; and 12,00% of the non-teaching staff members are between 60 and 64 years old.
The non-teaching staff aging index is 14,00.

D6.2. Qualification:
4,17% of the school staff completed a 4 year education; 4,17% of the school staff completed a 6 year education; 16,67% of them have completed their 9th grade; 33,33% have finished high school/12th grade; 29,17% of them have a higher education degree; and 8,33% of the staff members hold a master's degree. 4,17% of the school staff has other qualification.
These elements are organized in the following professional categories: higher technicians: 24,00%; technical coordinators: 8,00%; technical assistants: 44,00%; operational assistants: 20,00%; and computer experts: 4,00%.

D.7. - Internationalisation

D.7. Internacionalização / Internationalisation

Nível de internacionalização / Internationalisation level	%
Percentagem de estudantes estrangeiros matriculados na unidade orgânica / Percentage of foreign students enrolled in the unit	0.2
Percentagem de estudantes em programas internacionais de mobilidade (in) / Percentage of students in international mobility programs (in)	3
Percentagem de estudantes em programas internacionais de mobilidade (out) / Percentage of students in international mobility programs (out)	4.6
Percentagem de docentes estrangeiros, incluindo docentes em mobilidade (in) / Percentage of foreign teaching staff (in)	17.4
Mobilidade de docentes (out) / Teaching staff mobility (out)	21.7

D.8. - Research (Centres and Units of the Organic Unit)

D8. Investigação (Centros e Unidades no âmbito da Unidade Orgânica) / Research (Centres and Units of the Organic Unit)

Designação / Name	N.º Investigadores Doutorados /No. Researchers with a PhD	Classificação (FCT) / Mark
Unidade de Investigação em Ciências da Saúde e Educação - UniCISE	23	não aplicável

D.9. - Support services in the unit

D9 - Serviços de apoio no âmbito da Unidade Orgânica / Support services of the Unit

Designação / Name	Pessoal / Staff
Apoio à Docência	2
Centro de Documentação e Informação	4
Centro de Informática e Recursos Audiovisuais	2
Serviços Administrativos Área Académica	3
Serviços Administrativos Área de Contabilidade, Tesouraria e Aprovisionamento	4
Serviços Administrativos Área de Secretariado	2
Serviços Administrativos Área de Recursos Humanos, Expediente e Arquivo	2
Manutenção	4
Outros Serviços de Apoio	1
(9 Items)	**24**

II – Unit

Questions C1. to C5.

C1. Name:
Escola Superior De Tecnologia E Gestão De Lamego

C2. Training offer (article 11th, no. 4, of LBSE; article 3th of RJIES; article 6th, no.5, article 8th, no.3, article 16th, no. 5, and article 18th, no. 4 of decree-law 74/2006 changed by decree-law 63/2016):
At the 2nd cycle level, the Master's Degree in Social Organization Management has the following objectives: ensure the acquisition of scientific, technical, human and cultural skills, so that professionals are able to provide differentiated and qualified support and assistance; promote the qualification and competitiveness of services and social responses that exist and/or are to be created in the region; develop strategies that will improve the quality of programmes, incentives and services within the scope of social management; promote social responsibility in organizations and entrepreneurial culture in individuals; promote the creation of structures that foster employment among young professionals in the social area; and empower the development of social research.
Regarding 1st cycle, the Management and Computer Science study programme aims to train competent professionals in various fields and create professional opportunities with employability.
The Management and Computer Science study programme has skills in several Economic and Social areas, namely, in the provision of Accounting, Taxation, Auditing and Economic-Financial Analysis services. At the end of the course, the student must be able to build adequate solutions to solve organizational and society-related problems, using new technologies and information systems. Apart from these skills, students who complete the course of Management and Computer Science should, in addition to other skills, be able to analyse, develop and implement information systems to support business management; develop, analyse and implement management control information systems; use programming languages, both structured and object oriented; design, implement and manage enterprise data.
The degree in Accounting and Audit aims to provide students with diverse skills, namely: be able to respect legal

regulations and generally accepted accounting principles, adjusting its proper enforcement to the concrete situation of entities; draw up balances, income statements by nature and by functions, cash flow statements, statements of changes in equity and annex; be proficient to prepare interim, annual and segment progress reports; be able to interpret and apply the Portuguese standards and principles of the tax system and the tributary legal relationship; draw up and apply audit tests; critically appreciate financial statements; be able to apply ethical principles.

The degree in Computer Science Engineering and Telecommunications aims to provide, with the right training, higher education technicians in the field of Computer Science and Telecommunications, and therefore boost this sector which is vital in terms of local, regional and national modernization. The graduate in Computer Science Engineering and Telecommunications should have, among others skills, the following: ability to communicate information, ideas, problems and solutions to different audiences; autonomy in learning allowing to follow the evolution of technology with a high degree of independence and the development of new skills; ability to diagnose problems and propose sustained solutions through the selection and interpretation of relevant information; design and implement IT and Telecommunication systems.

The degree in Social Work aims to train Social Worker Technicians/Social Worker Assistants, as defined in the National Occupational Classification. The training provided will be developed through the following structuring dimensions of knowledge: to understand the social, societal, national and communal reality; to develop an attitude of professional updating and ongoing research, actively collaborating in research projects. In addition to these abilities, the Social Work graduate must be able to communicate with various audiences, namely: during the presentation and argumentation of information, ideas, problems and solutions; in the autonomy of learning and the ability to reflect critically on one's own practice as well as continuously acquire new skills; in the ability to act in accordance with ethical and social responsibility principles.

The course of Administration and Secretarial Studies intends to train executives who are qualified to perform tasks in several areas of administration, namely: Administrative Assistant, Administrative Manager, Assistant Manager, Board and Administration Assistant, Planning Assistant, Marketing Assistant, Public Relations Assistant, among others. Regarding the objectives and skills, the graduates in Administration and Secretarial Studies must acquire conceptual, technical and social training that allows for an adequate performance to the tasks of a professional in this role. This is done through the learning of effective working methods and the development of skills at a communicative level, in particular: to distinguish the tasks inherent to the different levels of secretariat; to understand the profile of the secretarial worker; to acquire techniques of rapid circulation of information; to manage techniques for organizing meetings effectively; to apprehend certain aspects to take into account when welcoming visitors; to organize events, nationally and internationally.

The degree in Tourism, Culture and Heritage Management aims at enabling higher technicians in the field of Tourism, Culture and Heritage Management with the proper training. Thus, the course is structured respecting the necessary connection between these areas. Therefore, the main objectives of this course are: to train qualified technicians, namely travel agents, tour operators and tourism managers, capable of stimulating a vital sector for the local, regional and national economy; to train qualified technicians for the management of the heritage properties, of the culture and leisure spaces; to promote the safeguarding of the natural, cultural and heritage assets by its appropriate enjoyment and dissemination; and to contribute to the socio-economic development of the region by job creation in the areas directly or indirectly related to the sector.

The training of the CTeSP has 8 approved courses:

Industrial Computer Science: whose students must be prepared to analyse, design, plan, administer, supervise, train and elaborate contract documents for the acquisition and evolution of computer and electronic systems in industrial automation, applied to the industrial sectors of the region.

Social and Community Intervention: whose students should be prepared to intervene in the most diverse areas of social work, contributing to community development, acting and working with different audiences in the most varied contexts.

Accounting and Taxation for SMEs: in which students must be able to, independently or in a team, plan, classify and register bookkeeping, intervening in the financial and fiscal area through the preparation of financial statements and tax documents. They must also be able to analyse the economic-financial evolution and management performance in small and medium-sized companies.

Commercial Management and Sales: simultaneously with ESTGV, students should be able to plan, organize and manage the sale of products and/or services, in order to provide a better performance of the company, seeking to achieve customer satisfaction and loyalty.

Integration of Telecommunication Systems and Services: in which students should be prepared to design, implement, manage and maintain integrated systems and services of new generation telecommunication networks, telecommunication operators and Multi-play service providers.

Organizational Consulting and Communication: in which students should be prepared to intervene in the area of organizations, whether public or private, contributing to the development, management and supervision of qualified support in consulting and communication as well as interacting with different audiences in the most varied contexts.

International Relations and Business: where students should be able to intervene in SMEs and public organizations, through qualified support to the management of external relations, internationalization of SMEs, to the situation, implementation and monitoring of international contacts and/or projects, as well as the design and follow-up of national and international partnerships.

Wine tourism: simultaneously with ESTGV, it aims to prepare students to organize, coordinate and stimulate guided tours, wine tastings, harmonization of food and wine for different markets. Its objective also includes creating new products and services, promoting their dissemination, and therefore contributing to the development of the company's sustainable enotouristic project.

C3. Students:

In the general regime of access to higher education, all of the course of studies in the organic unit of the School of Technology and Management of Lamego registered a growth in demand since the academic year 2014/15: Accounting and Auditing (Code 9061) grew by 100% (28 students in the 2014/15 school year and 56 in the 2016/17 school year); Computer Science Engineering and Telecommunications (Code 9122) registered a very high growth in demand (11 students in the 2014/15 school year and 36 in 2016/17), the same occurred for the course of studies of Management and

Computer Science (Code 9168) with 14 students in the 2014/15 school year and 39 in 2016/17; in Tourism, Culture and Heritage Management (Code 9179), there was an increase of 80% (35 students in the 2014/15 school year and 63 in 2016/17); in the course of studies of Administration and Secretarial Sciences (Code 9800), the demand also increased significantly (in 2014/15 there were 11 students and 73 in 2016/17); in the course of studies of Social Work (Code 928), demand has always been very high since the academic year 2014/15 (140 students in the 2014/5 school year and 159 in 2016/17); in the case of the course of studies of Social Work – evening classes (Code 8014), there was a smaller yet growing demand (13 students in 2014/5 and 18 students in 2016/17) due to the fact that it is the most sought course of studies by the special access tender of over 23 (years of age).

In this latter case, regarding the tender of over 23, in the course of studies of Administration and Secretarial Sciences (Code 9800) there was a decrease of 10 students in the academic year 2014/15 to 4 in the academic year 2016/17, because the course of studies changed to the daytime regime; in the course of studies of Social Work - evening classes (Code 8014), the demand has remained constant in the last two school years with 7 students; in the course of studies of Accounting and Auditing (Code 9061), Computer Science Engineering and Telecommunications (Code 9122), Management and Computer Science (Code 9168), and Tourism, Culture and Heritage Management (Code 9179), there has been a general decrease since the 2014/15 school year.

The regional origins of the students in the academic year 2016/17 were: Accounting and Auditing (Viseu, Porto and Coimbra); Computer Science Engineering and Telecommunications (Viseu, Porto and Aveiro); Management and Computer Science (Viseu, Vila Real, Lisbon, Braga and Aveiro); Tourism, Culture and Heritage Management (Viseu, Porto, Bragança, Vila Real, Braga and Castelo Branco); Administration and Secretarial Sciences (Viseu, Vila Real, Bragança, Porto, Braga and Aveiro); Social Work (Viseu, Porto, Braga, Bragança, Vila Real and Aveiro) and Social Service - evening classes (Viseu and Vila Real).

In the 2016/17 school year, there was no demand for students coming from the Professional Technical Courses, explained by the fact that the school provided this educational offer only in the school years of 2015/16 and 2016/17. The dissemination of the educational offer of the school has been developed through the Vocational Guidance Committee of the Polytechnic Institute of Viseu, the Pedagogical Council of ESTGL and Course Directorates, with various dissemination activities in secondary level and professional schools, Open Days and Science Week, among many other events. However, the recruitment of students has been reduced mainly in the course of studies of Management and Computer Science and Computer Science Engineering and Telecommunications.

C4. Graduates:

The IPV provides its students and graduates with the Service of Insertion in Active Life (SIVA) whose mission is to promote students' employability and professional integration. This is carried out through the strengthening of cooperation and student exchanges, both nationally and internationally, with professional training institutions and with the economic and social partners, in particular with employers, aiming at the development of support initiatives in the areas of service intervention, such as: employment, internship, professional development training, volunteering, entrepreneurship and integration into research activities.

SIVA has the following specific objectives: to support the insertion of its students and graduates in their active life by helping them find a job; to help students access internship experiences aimed at promoting high performance practices and facilitating the process of integration into the labour market; to provide quality vocational training and development opportunities, aiming at the complete development of the individual and the acquisition of key skills, as well as lifelong learning; to create initiatives that foster entrepreneurship, stimulating inventiveness, creativity, innovation and autonomy, in order to promote self-employment; to carry out volunteer experiences that provide the acquisition of specific and transversal skills that are relevant in professional and personal terms, in order to develop a sense of citizenship and a spirit of solidarity; to help them be a part of research activities and projects.

It should be noted that ESTGL courses include in their study programmes the completion of an Internship/Project, in which the project modality is encouraged to be carried out in a working context. The internship takes place in companies and organizations, mainly in the region, with which ESTGL has established the respective protocols, ensuring in some cases the continuity of students in those companies/organizations after they have finished their course.

ESTGL monitors the progress of graduates in the labour market, through the Committee for Quality Assessment, in order to improve the educational and training offer to therefore increase the level of employability of its graduates. With regard to the demand for ESTGL courses, as well as the growth in the number of graduates, it is based on information provided by the Academic Services of ESTGL, which in turn is provided by historical data, referring to a period of 5 years.

Analysing the evolution of graduates within the last 5 academic years (2011-2016), a total of 622 graduates, there was a considerable decrease in the number of graduates and the reasons for this are worth mentioning. In the academic year 2011/2012, 185 students graduated representing about 30% of the total of that period. In the academic year 2012/2013, 180 students (29%) graduated. After, in the academic year 2013/2014, 96 students graduated (15%), and in the academic year 2014/2015, 104 students graduated (17%). Most recently, in the year 2015/2016, 57 students graduated (9%). There are many reasons for this decrease, namely: an abrupt decrease in the demand for courses by the candidates of the over 23 (years of age) tender; the constraints of the economic crisis (evidenced by the high number of coercive charge concerning tuition fees), the consequent discontinuation of the course Tourism Information (daytime classes) and Accounting and Auditing (evening classes), and the decrease in the demand for ESTGL courses in the National tender for access to higher education. These factors have conditioned the evolution of graduates and therefore, in the last two years, ESTGL has seen a global recovery with regard to candidates' national entrance examination. The change in the operating regime of the Administration and Secretarial Studies course, from night to day, also proved to be a good option and there was a considerable increase in demand for the candidates in the national tender. In terms of employability, the vast majority of students coming from the tender of over 23 (years old) were in the job market and bet on a re-qualification of assets, so the impact was positive. Pertaining to graduates and support policies in the working life, ESTGL through the GAFEP (Office of Support for Training, Studies and Projects) in partnership with SIVA of the IPV regularly publicizes job offers, by the means of internal dissemination, e-mail, Moodle and direct contacts to promote the professional success of our graduates. According to the latest results obtained by the Committee for Quality Assessment, approximately 48.3% of our graduates reported that they had already conducted some work since completing their course, and 100% of the graduates were actively in the labour market one year after having completed

the course, of which 42.9% worked in sectors related to the area of the course of studies, translating into a very positive result.

C5. Teaching staff:

The School of Technology and Management of Lamego, hereinafter referred to as ESTGL, has an academically qualified faculty in the different scientific areas of the course of studies that make up the departments. These are functional scientific and pedagogical units of ESTGL, which aim for study; creation; teaching; research; application development; promotion of the provision of services to the community, as well as the dissemination and promotion of knowledge in the respective fields. ESTGL is made up of three departments: Social and Human Sciences Department; Management, Administration and Tourism Department and Computer Science, Communications and Fundamental Sciences Department.

These functional units have invested in the diversification of their educational offer, as well as in interinstitutional cooperation, mainly through various agreements with institutions that provide internships to students and participate in technical development training courses/seminars. On the other hand, the professors of the departments have also met training needs identified by partner institutions. As far as intra-institutional cooperation is concerned, the departments have collaborated in research projects with other schools of the Polytechnic Institute of Viseu. As a result of the partnerships, there has been a growth of activities in favour of the dissemination of the institutional image and the recruitment of students of secondary school and professional education. The departments also work articulately during the application process for the specially designed exams to assess the ability to attend Higher Education for the over 23 tender.

Considering the training (i) and scientific work (ii) produced by the teaching staff, they fulfil the requirements which we will now specify:

(I) With reference to training, the faculty of ESTGL consists of 37 teachers (representing about 30 FTE), of whom 22 have a PhD degree with the necessary qualification to ensure the teaching of the curricular units of the course of studies that comprise the three departments. In addition, 27% of its professors hold a Specialist Degree or are recognized by the STC as such, by Merit and Professional Competence. Its own faculty is composed of 23 professors, of which 19 hold PhD degrees, representing 83% of the teaching staff.

(Ii) In connection with the scientific work produced by the professors, this is mostly developed through the IPV Research Centre (CI&DETS - Centre for Studies in Education, Technology and Health). In some research activities there is the involvement of students, too. On the other hand, some professors from ESTGL collaborate or are integrated members of other research centres, namely CETRAD/UTAD and CEPESE/UPorto.

Overall, in all three departments there is a balance between the number of professors in ESTGL and the number of students (about 16 pupils per FTE). Nevertheless, there is a need to hire part-time professors with a high degree of specialization and, eventually, full-time professors, in order to meet needs in very specific fields. These refer to the substitution of professors who perform managerial tasks or are off on leave.

Questions C6. to C10.

C6. Facilities:

ESTGL has 9 classrooms equipped with a video projector system, with a capacity of between 25 and 60 students, and an auditorium that holds up to 80 students. It has a Computer Centre, a Business Simulation room and laboratories. It also has 4 modern rooms equipped with a sound system.

The Computer Science Centre has a capacity for 35 students, equipped with a magnetic whiteboard, video projector, an electrical infrastructure with enough electrical outlets for fixed and portable equipment, as well as a cabled computer network infrastructure that is integrated into the school's computer network. There is also access to the wireless network (Eduroam).

The Electronic Laboratory with capacity for 25 students, equipped with an electrical infrastructure, is made up of enough electrical outlets for fixed and portable equipment, high countertops with electrical outlets, access points to the school's wireless network, access to the wireless network (Eduroam) and, also, cabinets to store equipment and tools.

The Laboratory of Computer Networks with capacity for 20 students, equipped with an electrical infrastructure, is made up of enough outlets for fixed and portable equipment, a versatile infrastructure of cabled computer network with enough outlets to carry out experiments, 3 distributor network cabinets, access to the school's computer network, access to the wireless network (Eduroam) and cabinets for storing equipment and tools.

The classrooms in general, and the laboratories, in particular, can be used outside the academic periods by the students, upon request.

In order to support learning activities, the transfer of knowledge and the relationship with the community, ESTGL has the following resources.

A copy centre assured by the Student Body

An audio-visual resources centre, which has equipment for processing and editing images, camcorders and cameras, CD and DVD players and recorders, a plasma screen, a mobile Interactive Whiteboard, Plotter and other equipment. These resources are also used for lectures, conferences and other events. They are also usually used for the dissemination and presentation of students' scientific papers and projects.

The Library is integrated in the CDTE - Centre for Documentation and Educational Technology, a resource duly equipped, which allows the access and borrowing of a vast set of books covering the various technical and scientific areas of the courses. In addition to the school's library, the network of libraries of the IPV provides all the bibliography requested within 12 hours, as long as it is available in the other organizational units of the Institution.

It is also part of the network of Libraries of the Municipality of Lamego, linking the School libraries, the Municipal library, the Diocesan and Seminary Library, as well as other small libraries that make it possible to access and borrow books in a network.

Along with these physical libraries, the institution has access to digital libraries, such as B-On, the IPV Repository and other National Scientific Repositories. The library is open from Monday to Friday from 9 am to 10 pm and on Saturdays

from 9 am to 5 pm.
The school has a bar with a cafeteria, complemented by two self-service machines. These are also considered leisure areas to relax in.
The aforementioned school spaces are equipped with equipment and are maintained by specialized technicians in the support and use of the equipment.
The installed computer equipment is interconnected by a structured data communication network infrastructure, distributed by the ESTGL building. The wired communication technology relies mostly on Fast Ethernet. This network allows access to the Internet through a 100Mbps circuit. The Eduroam Project Wireless network complements the existing network, allowing students to have easy access to the internet and the electronic services provided by ESTGL. A large part of the services and support to the student are electronic.
The Virtual Secretariat and the Student Portal (NetPA) make it easy to access all information and services, and to perform a set of tasks with greater convenience and speed.
The widespread use of the Moodle e-learning platform allows effective support of teaching/learning activities, facilitating the monitoring and accomplishment of the teaching activities, both locally and at a distance.
Another available resource is the Urkund anti-plagiarism detector that assists professors in the detection of plagiarism of the written papers.
Total area of the land: 1769,71.00m2
Net area: 1164,37m2, Gross area: 2072,23m2, Covered area: 1715,73m2, Date of construction/refurbishment: 2014, Conservation status: good

C7. Oriented research, technological development and high level professional development:

As a polytechnic teaching institution, ESTGL has permanently sought, along with the community and social partners, to contribute, in the last five years, to the valorisation and development of society in general and the Lamego region. This has been done, in particular, through its activities of training, oriented research and high-level professional development, which have contributed to the creation, diffusion and transfer of knowledge and to the dissemination of science, culture and professional knowledge in the main areas of its educational offer.
In the area of research-oriented activities, the institution's research and development policies have made it possible to implement mechanisms that link teaching to research, especially concerning students' contact with research/innovation activities and economic knowledge, in end-of-course projects, with a strong component of applied research and entrepreneurship. The number of PhD professors (70%) and the existence of the Centre for Studies in Education, Technology and Health (CI&DETS - IPV), has contributed to the participation of ESTGL professors in meetings of high scientific level.
It is the school's objective to develop, promote and support the ongoing training and scientific dissemination developed by professors and students. In this sense, it promotes and supports initiatives for the partaking in technical and scientific projects, both national and international. Currently, several projects are underway and others pending approval.
Specifically, at this moment, ESTGL promotes and supports the following initiatives and technical-scientific projects: Pending approval, there are applications for the Support Program for Applied Research in the Polytechnic Education (Projects for Scientific Research and Technological Development - IC&DT), namely the "INFOPaths" project and the application under the Operational Programme Norte2020, within the scope of the commitment letter, signed by the IPV, UTAD, IPB, the CIM of the Northern region and the Business Associations of the region, whose application has IP Bragança as a promoter, with the IPV/ESTGL as co-promoter, called "Promoção da Indústria 4.0 in the Region of Trás-os-Montes and Alto Douro (I4 @ TMAD) ".
The project "Side By Side" in partnership with Cáritas Diocesana of Lamego, funded by the Ciência Viva programme, for the integration and inclusion of migrant/refugee children and young people (and their families) in the municipality of Lamego, in order to present an organizational diagnosis and a future plan of action for improvement.
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SANTOS, P. M. (2016). Project: Portuguese External Relations and outward migration to Brazil. Financed by the FCT. (Collaboration as a member of CEPESE)
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C8. Artistic output:
Not applicable.

C9. Consultancy:
The School of Technology and Management of Lamego, in partnership with the Municipality of Lamego, created the IEL - Lamego Business Incubator, whose main objective is to host entrepreneurship projects for students and alumni of the school, coordinated by ESTGL.
ESTGL has a volunteer association (AVESTGL) that has a very active role in the community, participating in various

volunteer actions, namely by collecting food and other goods, in partnership with the Portuguese Red Cross, the Food Bank, Caritas Diocesana de Lamego, AMI, Junta Amiga, the Portuguese League Against Cancer, among others. Throughout the year 2016, events were open to both the academic and local community, namely: the Symposium Entre Muros e Miragens - Being a Refugee, organized in partnership with CARITAS (March 2016); the Iberian Symposium on Volunteering "Appraisal Strategies, Recognition and Protecting Volunteers" (November 2016); the Conference "The New Accounting Paradigms: Changes to the SNC, the new SNC, Challenges for the Public Accountant" (May 2016). In addition to the organization of these events, ESTGL along with its professors has participated in various community liaison activities, in partnership with other institutions, namely:
Coordination of the Working Group of Municipal Archives - GTAM of BAD/Portuguese Association of Librarians, Archivists and Documentalists.
Dissemination of the Workshop "Preservation and Conservation of Documents in Paper Format",
Participation in the organization of the XII National Meeting of Municipal Archives - "Municipal Archives: What's New?" Castelo Branco.
Coordination of the working group "Training and Qualification of Resources - Letter of Commitments for the Development of Trás-os-Montes and Alto Douro" (PDR 2020 Commitment Letter). UTAD/IPB/ESTGL/CIM Douro/CIM Tâmega e Sousa.
Forum for Entrepreneurship and Territorial Cohesion - Commitment 2020, Nerba, Bragança,
Streamlining of Programme Activities in "Ciência em Férias" - PeddyPaper, ESTGL/Polytechnic Institute of Viseu.
Congress "Sustainable Development of the Territory - Douro and Trás-os-Montes", APM - Portuguese Association of Management/Association Amigos de Pereiros/UTAD, S. João da Pesqueira, ESTGL/Polytechnic Institute of Viseu, Lamego. (Scientific Committee),
Collaboration on the Volunteer Activity entitled "IRS: We Help". AVESTGL,
Promotion of the Seminar "Travel Agencies in Portugal: Agência Abreu".
Organized for the students of Tourism, Culture and Heritage Management (with the collaboration of the Store Manager of Vila Real),
Dissemination of the Workshop "Empresa Giros e Rotas".
Organized for the students of Tourism, Culture and Heritage Management (with the collaboration of the company's Public Relations),
Participation in different working groups (Letter of Commitment PDR 2020). UTAD/IPB/ESTGL/CIM Douro/CIM Tâmega e Sousa, disseminating activities of the "Ciência em Férias" Programme - Morgado Mateus School;
Coordination of the volunteer team in the Forum of Entrepreneurship and Territorial Cohesion - Commitment 2020, Nerba, Bragança,
Dissemination of the Seminar "Licencing and classification in the area of tourism".
Organized for the students of Tourism, Culture and Heritage Management (in partnership with Turismo do Porto e Norte),
Dissemination of "Master Class: Adobe Prémiere and Live Stream".
Organized for the students of the 3rd year of Computer Science Engineering and Telecommunications.
Dissemination of the Workshop "Digital Video Editing".
Organized within the scope of Open Days of the Polytechnic Institute of Viseu,
Dissemination of the Workshop "Google Docs: Creation of forms/questionnaires".
Organized for the students of ESTGL and open to the community.
Dissemination of the Workshop "Prezi: Creation of dynamic and interactive presentations online".
Organized for the students of ESTGL and open to the community,
Organization of Reading Week. Promoted by the Library Networks of Lamego/ESTGL.,
Dissemination of the Workshop "GDevelop - Creating and Developing Web and Mobile Games". Organized in the scope of the Ciências em Férias activities,
Organization of the event Libraries and Literacy.
Promoted by the Library Network of Lamego/ESTGL;
Collaboration of the organization of the Conference Eradicate Poverty: Commitment to a National Strategy. EAPN Portugal/European Anti-Poverty Network - Town Hall of Lamego;
Participation in the organization of the II International Congress of Arts and Communication (CIAC) and the III International Festival of Theatre and Performative Arts (FITAP). University of Trás-os-Montes, Vila Real.
With regard to sport, ESTGL has several students participating in academic sport, as stated in the documentation sent to FADU.
ESTGL has in its academic community two tunas that, throughout the year, hold various cultural events, for both the academic community and for the community in general.

C10. National and international cooperation:

In this field, ESTGL has institutional protocols for teacher mobility with the following institutions:
HOWEST, University College West Flanders, VIVES University College, University of Ljubljana, University of Huelva, University of La Rioja, Universitat Politécnica de Catalunya - Escola Tècnica Superior d'Enginyeria de Telecominicació de Barcelona, University of Salamanca, University of Vigo - Tourism: Ourense, University of Zaragoza, University of Rennes 1 -IUT Rennes, Kaunas University of Applied Sciences, Vilnius Gediminas Technical University, Vilnius University, Faculty of Economics, West Pomerian University of Technology, Szczecin, Marmara University
Regarding mobility protocols for students, ESTGL has protocols with the following institutions:
HOWEST, University College West Flanders, VIVES University College, University of Ljubljana, University of Huelva, University of La Rioja, Polytechnic University of Catalonia Escola Tècnica Superior d' Enginyeria de Telecominicació de Barcelona, University of Salamanca, University of Zaragoza, University of Vigo -Tourism: Ourense, University Jaume I, University of Rennes 1 -IUT Rennes, Kaunas University of Applied Sciences, Vilnius Gediminas Technical University, Vilnius University, Faculty of Economics, West Pomerian University of Technology, Szczecin, Vincent Pol University in Lublin, Marmara University
Regarding national cooperation, ESTGL/IPV is a signatory of the Trás-os-Montes and Alto Douro Commitment Letters (TMAD), which involves UTAD, IPB, and Business Associations of the region and the Inter-municipal Communities of the TMAD region. In this partnership, ESTGL participates in the areas of Entrepreneurship, Knowledge Transfer,

Questions C11. and C12.

C11. Internal system of quality assurance:
existe_inst

C11.1. System evolution (system certified by A3ES)
Not applicable.

C11.2. Brief description of system (system not certified by A3ES):
Not applicable.

C11.2.1 Link to quality manual:
<no answer>

C11.3. Contribuition of Unit to the system:
ESTGL has a Committee for Evaluation and Quality (ComAQ), which works dependently and in collaboration with the Council for Evaluation and Quality (CAQ) of the IPV. This committee implements the Quality Management System through different mechanisms. Firstly, through an internal quality regulation which is proposed to the Council for the approval, dissemination, quality control and evaluation of ESTGL and its courses; it participates in the design and implementation of surveys for professors, graduate students and employers; it coordinates and participates in all processes of self-assessment and external evaluation of ESTGL's performance, as well as scientific and pedagogical activities subject to the national evaluation and accreditation system.
Furthermore, it complies with the multi-annual plan provided by the IPV, applies the aforementioned evaluation and quality standards, carries out the evaluation process and prepares the respective report, proposing measures for the correction of the weaknesses identified.
The areas of evaluation referred to include the School, the Courses, the Departments, pedagogical procedures, laboratories related to scientific-pedagogical activities and the services.
ComAQ promotes the participation of the internal community (professors, non-teaching staff and students) and external (graduates and employers) in the accomplishment of the objectives and mission of the School and courses, in the monitoring of the processes of training evaluation and accreditation. It also promotes the self-assessment of all research and development activities.
Specifically, at the end of each semester, surveys (made available and statistically treated by the IQAS of the IPV) are applied to students and professors to evaluate the school, curricular units and pedagogical activities.
To this end, an awareness of the academic community is made by the coordinators of the course of studies and tutors, through team meetings, meetings of the Pedagogical Council, Scientific Technical Council and through e-mail and the Moodle platform.
The rates of completion of the referred surveys are very low, around 38.97%, although with a tendency to grow (between 2015 and 2016).
In the case of graduates, surveys are also available annually on the Internal Quality Assurance System (IQAS) platform and these are encouraged to be completed through a contact made via e-mail and telephone. The adherence to the completion of this survey is low, having reached a rate of (49.15%) in the last academic year (2015-2016).
The survey aimed at employers has been applied every three years (by decision of the Council for Evaluation and Quality), with the awareness strategy similar to that of graduates, but the completion rate of the last evaluation was only 3.44%.
The results of the abovementioned surveys are analysed by the professors (full professors and collaborators) of the curricular units and by the course coordinators who prepare the reports of the Curricular Unit (CU) and end of year reports.
These reflect the trajectory and development of the different educational activities, integrating an analysis of the implementation process and a critical assessment (positive and negative aspects) and possible improvement actions that need to be taken. Whenever improvement actions are identified, implementation and monitoring are the responsibility of the professors responsible for the curricular units and their course councils that reflect and guide them.
The reports of the courses and course units are available on the Moodle platform in the fields of the courses and sent to the Pedagogical Council for consideration, in which the students take part.
Still in collaboration with the IQAS of the IPV, at the end of each year ESTGL prepares and analyses reports on performance indicators and overall effectiveness of the School and Courses that allow continuous monitoring of the indicators and the introduction of improvements in the IQAS itself.
In addition to the aforementioned aspects, self-assessment processes materialized annually through internal audits are carried out by IPV audit teams. From these audits, reports are drawn up highlighting the strengths, weaknesses and suggestions for improvement that are presented and sent to the Quality Manager of the IPV. They are then presented to the President of the UO, ComAQ, the Scientific Technical Council and the Pedagogical Council, to analyse and implement the necessary improvements.

C12. Final remarks:
The following are considered strengths:
1) ESTGL's facilities were extended and re-qualified last year. Also, the School has an adequate allocation of

technological and bibliographic resources as well as equipment that provides efficiency in teaching, research activities and to the administration;

2) Currently, ESTGL has a stable, newly qualified and specialized teaching staff that matches, almost entirely, the course of studies that is part of the School's educational offer and what is set as its strategic mission;

3) The stability of the teaching staff, mainly exclusive, favours the dedication to R&D projects in search of alternative financing sources, which has occurred with the application and integration in projects of this nature (some in partnership with other institutions);

4) The total number of students enrolled in the various course of studies of the School is more or less steady;

5) The School has a strong participation in technical and scientific events with oral and panel communication presentations, both nationally and internationally, as well as the publication of some national and international scientific articles;

6) The School also has a strong connection to the community, integrating some of its professors, staff and social bodies of the municipality, regularly participating and developing activities targeted to the community;

7) The school maintains a close liaison regarding work contexts (cooperation protocols), where students' internships and projects are developed;

8) In the recent academic year, ESTGL inaugurated a business incubator unit (in partnership with the Town Hall), reinforcing its liaison in working contexts and promoting entrepreneurial dynamics throughout the students' educational path;

9) Students have an active participation in the bodies, the Volunteer Association and academic life, and engage in activities dynamically promoted by the Student Body;

10) With concerns to training, administrative and evaluation processes, ESTGL follows the guidelines provided by the IQAS, and follows the norms set forth in the Regulation of Performance Evaluation of Teaching Personnel, (Order 14/2012 DR nº 208, 2nd Series 2 of 26/10) and of non-teaching staff in the scope of SIADAP;

11) There are structures to support the National and International mobility and the insertion in the working market (Insertion Services in Active Life).

Regarding the main fragilities or weaknesses, the following are highlighted:

1) The geographic location of the city, interior of Portugal, in which the School is located partially hampers the attractiveness of some course of studies, which present less demand;

2) Notwithstanding the stability of the teaching staff, the professors experience a considerable workload (both academic and bureaucratic), taking into account the financial constraints that prevent the hiring of professors who meet the needs associated with the opening of new course of studies (namely CTeSP and 2nd cycles), important for the financing and the possible setting of students (when logically considering the continuation of studies between levels of training);

3) The same factor prevents or, at the same time, constrains the availability of professors to apply and participate in more R&D projects, which could be an important source of funding for the institution;

4) The demand for the School's course of studies is not transversal to all the existing course of studies. Situations have been verified where course of studies present some difficulties in complying with the numbers forecasted for their funding;

5) Participation in technical-scientific events with oral and panel communication presentations, both nationally and internationally, as well as the publication of national and international scientific articles, do not present the same degree of development in all of the existing Departments;

6) Little involvement of current students (in some course of studies), graduates and employers in the process of evaluating curricular units, course of studies and in the monitoring of graduates, respectively;

(7) The dimension of internationalization still lacks solidity and depth in terms of outbound and inbound flows of students, professors and non-teaching staff.

ESTGL bases its improvement plan on dimensions such as:

1) To diversify and expand the mechanisms for disseminating its educational offer (media, local and national newspapers, the IPV News Channel, IPV Open Days, vocational orientation fairs, billboard advertising, the IPV and ESTGL website,...);

2) To increase the number of participations regarding international mobility, in terms of students and professors, by trying to increase the number of partnerships with foreign institutions and attract a greater number of international students, namely by creating international semesters;

3) To continuously monitor the quality of the course of studies by increasing response rates to what concerns curricular unit evaluation, course of studies and follow-up of graduates through awareness-raising strategies for students, graduates, employers and other forms of questioning;

4) To implement ways of information management capable of freeing professors of administrative and bureaucratic work, therefore enhancing their involvement in other activities, namely in more R&D projects and research and publication of scientific articles nationally and internationally;

5) To promote more partnerships with national and, above all, international institutions to collaborate in the course of studies it has to offer, by carrying out technical and scientific activities and events, in R&D projects and other activities that are favourable to the development of the School.

Annex II

D1. - Training offer

D1.1 - Professional Technical Programmes

D1.1. Cursos Técnicos Superiores Profissionais (TeSP) / D1.1. Professional Technical Programmes

Designação / Name	Data / Date
Assessoria e Comunicação Organizacional	2015-05-04T00:00:00
Contabilidade e Fiscalidade para PME	2015-07-06T00:00:00
Enoturismo	2015-05-20T00:00:00
Gestão Comercial e Vendas	2015-09-01T00:00:00
Informática Industrial	2014-10-06T00:00:00
Integração de Sistemas e Serviços de Telecomunicações	2015-07-08T00:00:00
Intervenção Social e Comunitária	2015-04-16T00:00:00
Relações e Negócios Internacionais	2015-05-06T00:00:00

D1.2 - Licenciatura

D1.2.1 - Accredited study programmes

D1.2.1. Licenciaturas - Ciclos de estudos acreditados / D1.2.1. Licenciaturas - Accredited study programmes

Código / Code	CNAEF	Designação / Name	Duração da acreditação / Accreditation duration	Data / Date
CEF/0910/20347	812	Informação Turística	6	2011-12-13T00:00:00
CEF/0910/27766	523	Engenharia Informática e Telecomunicações	6	2012-07-20T01:00:00
CEF/0910/27861	345	Gestão e Informática	6	2012-07-20T01:00:00
CEF/0910/27876	346	Secretariado de Administração	6	2012-08-05T01:00:00
CEF/0910/28056	762	Serviço Social (Diurno)	6	2012-08-22T01:00:00
CEF/0910/28036	762	Serviço Social (Pós-Laboral)	6	2012-08-22T01:00:00
ACEF/1112/20342	344	Contabilidade e Auditoria (Diurno)	6	2013-07-26T01:00:00
ACEF/1112/20362	344	Contabilidade e Auditoria (Pós-Laboral)	6	2013-07-26T01:00:00
ACEF/1112/20332	812	Gestão Turística, Cultural e Patrimonial	6	2013-11-13T00:00:00

D1.2.2 - Not accredited study programmes (including NCE's)

D1.2.2. Licenciaturas - Ciclos de estudos não acreditados (incluindo NCEs) / D1.2.2. Licenciaturas - Not accredited study programmes (including NCE's)

Código / Code	CNAEF	Designação / Name	Data / Date
NCE/19/00088	481	Sistemas e Tecnologias de Informação	2017-01-09T00:00:00

D1.2.3 - Study programmes no longer being offered

D1.2.3. Licenciaturas - Ciclos de estudos descontinuados / D1.2.3. Licenciaturas - Study programmes no longer being offered

Código / Code	CNAEF	Designação / Name
CEF/0910/20347	812	Informação Turística (acreditado preliminarmente)
ACEF/1112/20362	344	Contabilidade e Auditoria (Pós-laboral)

D1.3 - Master

D1.3.1 - Accredited study programmes

D1.3.1. Mestrados - Ciclos de estudos acreditados / D1.3.1. Master - Accredited study programmes

Código /	CNAEF	Designação / Name	Duração da acreditação / Accreditation	Data /

Code		duration	Date
NCE/14/01636 345	Gestão de Organizações Sociais	6	2015-05-22
NCE/16/00089 345	Gestão do Património Cultural e Desenvolvimento Local	6	2017-02-22

D1.3.2 - Not accredited study programmes (including NCE's)

D1.3.2. Mestrado - Ciclos de estudos não acreditados (incluindo NCEs) / D1.3.2. Master - Not accredited study programmes (including NCE's)

Código / Code	CNAEF	Designação / Name	Data / Date
NCE/14/01641	310	Organização e Administração Estratégica	2015-06-01T01:00:00
NCE/14/01666	345	Património, Turismo e Desenvolvimento Local	2015-06-01T01:00:00
NCE/16/00090	340	Assessoria de Administração	2017-01-24T00:00:00

D1.3.3 - Study programmes no longer being offered

D1.3.3. Mestrado - Ciclos de estudos descontinuados / D1.3.3. Master - Study programmes no longer being offered

Código / Code	CNAEF	Designação / Name

<no answer>

D2. - Vacancies and 1st year enrollments

D2.1 - TeSP - Vacancies (a) and 1st year enrollments (b)

D2.1 TeSP - Vagas (a) e inscritos no 1.º ano (b) / D2.1 TeSP - Vacancies (a) and 1st year enrollments (b)

Ciclo de estudos / Study Programme	14/15		15/16	
	a	b	a	b
Assessoria e Comunicação Organizacional	0	0	20	0
Contabilidade e Fiscalidade para PME	0	0	20	7
Enoturismo	0	0	20	0
Gestão Comercial e Vendas	0	0	20	6
Informática Industrial	0	0	20	10
Integração de Sistemas e Serviços de Telecomunicações	0	0	20	0
Intervenção Social e Comunitária	0	0	20	9
Relações e Negócios Internacionais	0	0	20	0

D2.2 - Licenciaturas - Vacancies (a) and 1st year enrollments (b)

D2.2 Licenciaturas - Vagas (a) e inscritos no 1.º ano (b) / Licenciaturas - Vacancies (a) and 1st year enrollments (b)

Código / Code	CNAEF	Ciclo de estudos / Study Programme	13/14		14/15		15/16	
			a	b	a	b	a	b
CEF/0910/20347	812	Informação Turística	0	0	0	0	0	0
CEF/0910/27766	523	Engenharia Informática e Telecomunicações	23	12	23	9	25	21
CEF/0910/27861	345	Gestão e Informática	23	10	23	4	23	13
CEF/0910/27876	346	Secretariado de Administração	29	11	29	23	30	20
CEF/0910/28056	762	Serviço Social (Diurno)	30	25	30	34	30	33
CEF/0910/28036	762	Serviço Social (Pós-Laboral)	27	8	27	17	27	22
ACEF/1112/20342	344	Contabilidade e Auditoria (Diurno)	25	2	25	13	25	20
ACEF/1112/20362	344	Contabilidade e Auditoria (Pós-Laboral)	25	5	25	0	25	0
ACEF/1112/20332	812	Gestão Turística, Cultural e Patrimonial	23	16	23	20	23	17

D2.3 - Master - Vacancies (a) and 1st year enrollments (b)

D2.3 Mestrado - Vagas (a) e inscritos no 1.º ano (b) / Master - Vacancies (a) and 1st year enrollments (b)

Código / Code	CNAEF	Ciclo de estudos / Study Programme	13/14 a	13/14 b	14/15 a	14/15 b	15/16 a	15/16 b
NCE/14/01636	345	Gestão de Organizações Sociais	0	0	0	0	15	22
NCE/16/00089	345	Gestão do Património Cultural e Desenvolvimento Local	0	0	0	0	0	0

D3. - Total enrollments and graduates

D3.1 - TeSP - Total enrollments(a) and graduates(b)

D3.1 TeSP - Inscritos total(a) e diplomados(b) / TeSP - Total enrollments(a) and graduates(b)

Ciclo de estudos / Study Programme	15/16 a	15/16 b
Assessoria e Comunicação Organizacional	20	0
Contabilidade e Fiscalidade para PME	20	7
Enoturismo	20	0
Gestão Comercial e Vendas	20	6
Informática Industrial	20	10
Integração de Sistemas e Serviços de Telecomunicações	20	0
Intervenção Social e Comunitária	20	9
Relações e Negócios Internacionais	20	0

D3.2 - Licenciaturas - Total enrollments(a) and graduates(b)

D3.2 Licenciaturas - Inscritos total(a) e diplomados(b) / Licenciaturas - Total enrollments(a) and graduates(b)

Código / Code	CNAEF	Ciclo de estudos / Study Programme	13/14 a	13/14 b	14/15 a	14/15 b	15/16 a	15/16 b
CEF/0910/20347	812	Informação Turística	8	4	3	3	0	0
CEF/0910/27766	523	Engenharia Informática e Telecomunicações	40	10	37	4	53	5
CEF/0910/27861	345	Gestão e Informática	34	1	28	4	36	5
CEF/0910/27876	346	Secretariado de Administração	44	6	53	19	50	7
CEF/0910/28056	762	Serviço Social (Diurno)	101	34	93	32	88	17
CEF/0910/28036	762	Serviço Social (Pós-Laboral)	48	18	43	15	51	3
ACEF/1112/20342	344	Contabilidade e Auditoria (Diurno)	32	2	41	8	49	9
ACEF/1112/20362	344	Contabilidade e Auditoria (Pós-Laboral)	35	7	18	5	7	2
ACEF/1112/20332	812	Gestão Turística, Cultural e Patrimonial	64	14	64	15	61	9

D3.3 - Master - Total enrollments(a) and graduates(b)

D3.3 Mestrado - Inscritos total(a) e diplomados(b) / Master - Total enrollments(a) and graduates(b)

Código / Code	CNAEF	Ciclo de estudos / Study Programme	13/14 a	13/14 b	14/15 a	14/15 b	15/16 a	15/16 b
NCE/14/01636	345	Gestão de Organizações Sociais	0	0	0	0	22	0
NCE/16/00089	345	Gestão do Património Cultural e Desenvolvimento Local	0	0	0	0	0	0

D4. - Employability

D4. Empregabilidade / Employability

	%
Percentagem de diplomados que obtiveram emprego em sectores de atividade relacionados com a área do ciclo de estudos / Percentage of graduates that obtained employment in areas of activity related with the study programme's area.	86.7
Percentagem de diplomados que obtiveram emprego em outros sectores de atividade / Percentage of graduates that obtained	13.3

employment in other areas of activity

Percentagem de diplomados que obtiveram emprego até um ano depois de concluído o ciclo de estudos / Percentage of graduates that obtained employment until one year after graduating — 93.8

D5. - Description and justification of the teaching staff resources of the unit

D5.1 - Teaching staff

D5.1.2 - Teaching staff

D5.1.2. Equipa docente / Teaching staff

Nome / Name	Categoria / Category	Grau / Degree	Especialista / Specialist	Área científica / Scientific Area	Regime de tempo / Employment link	Informação/ Information
Alvaro Manuel Teixeira Bonito	Professor Adjunto ou equivalente	Mestre		Ciências da Educação	100	Ficha submetida
Ana Branca da Silva Soeiro de Carvalho	Professor Adjunto ou equivalente	Doutor		Ciênciaas Sociais - Comportamento Organizacional	100	Ficha submetida
Ana Maria Guerra Borges	Assistente ou equivalente	Licenciado	CTC da Instituição proponente	Secretariado de Administração	29.2	Ficha submetida
Ana Teresa Bernardo Guia	Assistente ou equivalente	Doutor		345 - Gestão	100	Ficha submetida
Anabela Fernandes Guedes	Professor Adjunto ou equivalente	Doutor		Ciências da Educação	100	Ficha submetida
Anabela Oliveira Silva Fragata	Professor Adjunto ou equivalente	Doutor		Gestão	100	Ficha submetida
Armando Jorge Ribeiro da Cruz	Assistente ou equivalente	Doutor		Informática	100	Ficha submetida
Carla Mónica Carvalho Eiriz	Assistente convidado ou equivalente	Mestre	CTC da Instituição proponente	Ciências da Informação e Documentação	33.3	Ficha submetida
Carlos Jorge Almeida Costa	Equiparado a Professor Adjunto ou equivalente	Mestre		Engenharia Eletrotécnica e de Computadores – Informática Industrial	100	Ficha submetida
Didiana Margarida Fachada Lopes Fernandes	Professor Adjunto ou equivalente	Doutor		312 – Sociologia e outros estudos	100	Ficha submetida
Fernando Miguel Soares Mamede dos Santos	Equiparado a Professor Adjunto ou equivalente	Doutor		Engenharia Electrotécnica e de Computadores	100	Ficha submetida
Helena Margarida Moreira de Portugal Teixeira	Professor Adjunto ou equivalente	Doutor		História e Arqueologia	100	Ficha submetida
Helena Paula Felgueira Rebelo da Costa	Assistente convidado ou equivalente	Mestre	CTC da Instituição proponente	Serviço Social	58.3	Ficha submetida
Isabel Cristina Pereira Vieira	Professor Adjunto ou equivalente	Doutor		345- Gestão e Administração	100	Ficha submetida
Isabel Maria Soares Pinto de Oliveira	Professor Adjunto ou equivalente	Doutor		Linguística	100	Ficha submetida
Jacinto de Almeida Gomes	Assistente convidado ou equivalente	Licenciado	CTC da Instituição proponente	Direito	59.5	Ficha submetida
Joana Andreia dos Santos da Silva Brinca	Equiparado a Assistente ou equivalente	Mestre		Serviço Social	54.8	Ficha submetida
Jorge Manuel Ferreira Duarte	Professor Adjunto ou equivalente	Mestre	Título de especialista (DL 206/2009)	Eng. Informática - Área de Sistemas de Informação	33.3	Ficha submetida
José Alberto Pinto de Magalhães Lima	Equiparado a Assistente ou equivalente	Licenciado	CTC da Instituição proponente	Gestão	33.3	Ficha submetida
José Filipe Ribeiro de Figueiredo Lopes	Professor Adjunto ou equivalente	Doutor		Informática	100	Ficha submetida
José Paulo Ferreira Lousado	Professor Adjunto ou equivalente	Doutor		523 (Engenharia Informática)	100	Ficha submetida
Luis Carlos Ribeiro Gonçalves Silva	Assistente convidado ou equivalente	Licenciado		Contabilidade e Auditoria	59.5	Ficha submetida
Luís Filipe Pinto Gomes	Professor Adjunto ou	Doutor		Ciências do Trabalho	59.5	Ficha

Ambrósio	equivalente					submetida
Manuel José Silvestre Conde	Assistente ou equivalente	Licenciado	Título de especialista (DL 206/2009)	Direito	100	Ficha submetida
Manuela Damiana dos Santos Almeida Guedes	Assistente convidado ou equivalente	Doutor	CTC da Instituição proponente	Multimédia em Educação	45.8	Ficha submetida
Miguel Angelo Sousa Dias Ferreira da Mota	Professor Adjunto ou equivalente	Doutor		Gestão	100	Ficha submetida
Nídia Maria de Morais Cardoso de Menezes Abrunhosa	Professor Adjunto ou equivalente	Doutor		Ciências Sociais-Serviço Social	100	Ficha submetida
Paula Alexandra Marques dos Santos	Professor Adjunto ou equivalente	Doutor		História Política Internacional	100	Ficha submetida
Pedro Filipe Antunes Lopes	Assistente convidado ou equivalente	Licenciado	CTC da Instituição proponente	Sistemas e Informática	37.5	Ficha submetida
Pedro Francisco Rodrigues Pais Duarte	Equiparado a Assistente ou equivalente	Licenciado		Serviço Social	100	Ficha submetida
Pedro Miguel de Sousa Osório	Assistente convidado ou equivalente	Mestre		Ensino de Informática	29.2	Ficha submetida
Pedro Miguel Macedo Pereira	Assistente ou equivalente	Licenciado	CTC da Instituição proponente	Serviço Social	50.6	Ficha submetida
Ricardo Luís da Costa Gama	Professor Adjunto ou equivalente	Doutor		Matemática Aplicada	100	Ficha submetida
Ricardo Manuel Ferreira de Almeida	Professor Adjunto ou equivalente	Doutor		Sociologia	68.8	Ficha submetida
Rui Miguel Amaral Costa	Professor Adjunto ou equivalente	Doutor		Gestão (CNAEF - 345)	100	Ficha submetida
Sandra Maria Gouveia Antunes	Professor Adjunto ou equivalente	Doutor		Ciências da Educação - Educação e Formação de Adultos	100	Ficha submetida
Susana Maria Salgueiro Rebelo da Fonseca	Assistente ou equivalente	Doutor		345 - Gestão	100	Ficha submetida
Patrícia Alexandra de Almeida Monteiro	Equiparado a Assistente ou equivalente	Mestre	CTC da Instituição proponente	Ciências Socias e Humanas	25	Ficha submetida
Jacqueline Ferreira Marques	Equiparado a Professor Adjunto ou equivalente	Doutor		Serviço Social	29.2	Ficha submetida
					3006.8	

<no answer>

D5.2 - Teaching staff

D5.2. Resumo do corpo docente / Teaching staff

Pessoal Docente / Teaching staff	Número de docentes / Number		ETI / FTE	
	2009/10	2015/16 *	2009/10	2015/16 *
Tempo integral / Full Time				
Doutores não especialistas / Non specialist PhDs	2	19	2	19
Doutores especialistas / Specialist PhDs	0	0	0	0
Especialistas não doutorados (CTC) / Non PhD specialists (CTC)	0	0	0	0
Com título de especialista / With title of specialist	0	1	0	1
Outros docentes / Other teachers	28	3	28	3
Tempo parcial / Part Time				
Doutores não especialistas / Non specialist PhDs	1	3	0.3	1.56
Doutores especialistas / Specialist PhDs	0	1	0	0.45
Especialistas não doutorados (CTC) / Non PhD specialists (CTC)	0	8	0	3.24
Com título de especialista / With title of specialist	0	1	0	0.33
Outros docentes / Other teachers	19	3	7.7	1.42
Totais (por grau de qualificação) / Total (by degree)				
Doutores não especialistas / Non specialist PhDs **	3	22	2.3	20.56
Doutores especialistas / Specialist PhDs **	0	1	0	0.45
Especialistas não doutorados (CTC) / Non PhD specialists (CTC) **	0	8	0	3.24
Com título de especialista / With title of specialist **	0	2	0	1.33

Outros docentes / Other teachers **	47	6	35.7	4.42
Corpo docente total / Total teaching staff **	50	39	38	30

D5.3 - Stability and Training dynamics

D5.3. Estabilidade e dinâmica de formação / Stability and training dynamic

Corpo docente próprio / Full time teaching staff	Número / Number	Percentagem / Percentage
Número de docentes em tempo integral com mais de 3 anos de contrato / Number of full time teachers with a link to the institution for a period over three years	23	79
Número de docentes em doutoramento há pelo menos 1 ano / Number of teachers registered in a doctoral programme for more than one year	2	7

D6. - Non teaching staff

D6.1. and D6.2.

D6.1. Non academic staff:
The School of Technology and Management of Lamego (ESTGL) non-teaching staff is composed of 14 members, all working full-time.
71,43% of these workers are women.
At ESTGL, 28,57% of the non-teaching elements are between 35 and 39 years old; 28,57% of the non-teaching elements are between 40 and 44 years old; 7,14% of the non-teaching workers are between 45 and 49 years old; 14,29% are between 50 and 54 years old; and 21,43% are between 55 and 59 years old.
The non-teaching staff aging index is 2,25.

D6.2. Qualification:
14,29% of the school staff completed a 6 year education; 14,29% have finished high school/12th grade; 57,14% of them have a higher education degree; 7,14% of the staff members hold a doctoral degree. 7,14% of the school staff has other qualification.
These elements are organized in the following professional categories: higher technicians: 21,43%; technical assistants: 35,71%; operational assistants: 35,71%; and computer experts: 7,14%.

D.7. - Internationalisation

D.7. Internacionalização / Internationalisation

Nível de internacionalização / Internationalisation level	%
Percentagem de estudantes estrangeiros matriculados na unidade orgânica / Percentage of foreign students enrolled in the unit	1.4
Percentagem de estudantes em programas internacionais de mobilidade (in) / Percentage of students in international mobility programs (in)	0
Percentagem de estudantes em programas internacionais de mobilidade (out) / Percentage of students in international mobility programs (out)	1.7
Percentagem de docentes estrangeiros, incluindo docentes em mobilidade (in) / Percentage of foreign teaching staff (in)	3.3
Mobilidade de docentes (out) / Teaching staff mobility (out)	10

D.8. - Research (Centres and Units of the Organic Unit)

D8. Investigação (Centros e Unidades no âmbito da Unidade Orgânica) / Research (Centres and Units of the Organic Unit)

Designação / Name	N.º Investigadores Doutorados /No. Researchers with a PhD	Classificação (FCT) / Mark
Não aplicável	0	Não aplicável

D.9. - Support services in the unit

D9 - Serviços de apoio no âmbito da Unidade Orgânica / Support services of the Unit

Designação / Name	Pessoal / Staff
Gabinete Técnico – Multimédia	1
Gabinete Técnico – Apoio à Formação	1
Gabinete Técnico – Apoio à Mobilidade e Cooperação Interinstitucional	1
Gabinete Técnico – Biblioteca	2
Gabinete Técnico – Informática	2
Serviços Académicos	3
Serviços Auxiliares de Apoio	4
(7 Items)	14

II – Unit

Questions C1. to C5.

C1. Name:
Escola Superior de Tecnologia e Gestão de Viseu

C2. Training offer (article 11th, no. 4, of LBSE; article 3th of RJIES; article 6th, no.5, article 8th, no.3, article 16th, no. 5, and article 18th, no. 4 of decree-law 74/2006 changed by decree-law 63/2016):

The School of Technology and Management of Viseu (ESTGV), a unit belonging to the Polytechnic Institute of Viseu (IPV) is a centre for the creation, dissemination and transmission of culture, science and technology, combining activities in the fields of teaching, professional training, research and service providing to the community. ESTGV follows high quality standards that ensure an education that meets the community's needs. This concern is clearly seen through the regional, national or international performance of its graduates.

ESTGV works continuously to achieve the implementation of its objectives in areas of Science, namely in the fields of Engineering, Technologies and Management, aiming for a high standard teachers' training that will include a strong human, cultural, scientific and technical preparation, the achievement of applied and fundamental research activities, the provision of services to the community in its main areas of expertise: cultural, scientific and technical exchange with similar institutions or with other institutions with similar objectives and aiming at offering its contribution to the development of the region in which it is based and of the country itself and to the international cooperation and understanding among nations and thus achieving mutual valorization. Those objectives are in accordance with the three areas around which Portuguese polytechnic institutions develop their activity: teaching, research, development and innovation. The strong connection with its surrounding community, in a constant effort to understand and to find solutions for specific problems, directed to a solid development strategy and applied research is another valued factor. A teaching and learning process that aims at providing its students with a structured and solid high standard cultural and technical education and that will allow them to develop their capacities for innovation and for critical analysis and to ensure the cognitive integration of theoretical and practical knowledge and their applications, in order to be better prepared to perform their professional activities. ESTGV includes in its educational offer some "Cursos Técnicos Superiores Profissionais" (CTeSP) Higher Professional Technical Courses – post-secondary professional and technical programs- Bachelor's Degrees and Master's Degrees, as well as Postgraduate programs and a set of technical upgrade and professional valorization training courses. The list of courses and programs offered is, through a dynamic and evolution concern, the result of a constant analysis of what could be the most adequate response to the current or short-term needs of the region and of the country's economical and business fabric, regardless of any time changing circumstances. The dialogue with the entrepreneurial world that exists around the school has played an important role in the reorganization of the school's educational offer and in the periodical updating of the different programs' structures and learning contents.

ESTGV was one of the first institutions to offer CTeSP programs. In the school's opinion, these programs were very important to help overcome flaws that still exist in academic paths that aim to provide the labour market with professionals who are equipped with a solid higher technical training and whose certifications would help them get hired by different companies. To achieve these expectations, the internships performed in a work context are extremely important since they will make sure that the students will get the training component they really need to carry out their professional activity. On the other hand, the proximity that exists between ESTGV and the companies that welcome its trainees, allows more intense and differentiated exchanges, mainly those exchanges which have to do with the needs felt by the companies when trying to solve problems caused by the kind of activity they carry out and to which the institution may provide a solution based on applied research works. The institution might as well play a useful role in the updating of the workers' knowledge, encouraging and cooperating in their lifelong training.

The Bachelor's degrees offered by ESTGV value above all an education directed to a professional activity that will provide its students with a component in which they may apply the knowledge acquired in specific activities that correspond to a certain professional profile and have an efficient performance. The kind of training provided by a Polytechnic Institution should always have that in mind.

ESTGV Master's degrees were designed to provide the students with a professionalizing kind of education that will enable them to become part of a hiring universe able to address the real needs of employment entities and that will grant them the skills that will constitute a major asset in their professional performance. The intention to certificate people whose professional profile meets the requirements the local employers (although this kind of profile may serve other regional or national companies) are asking for is a constant concern that is transversal to all the programs taught at ESTGV. The dynamics of the offer itself is the result of the interactivity existing between the institution and the surrounding environment and of the analysis of the evolution in the candidates' choices. The school has been following the new trends and aims to prevent students from leaving the program they have chosen and from leaving their hometown by giving them the right conditions to work in local companies and, thus, contributing to reduce the

number of fresh graduates who choose to move to the big coastal cities or to foreign countries.
In 2015/2016, ESTGV offered nine CTeSP: Laboratorial Analysis, Automation and Energy, Web Development and Mobile Devices, Furniture Design and Technology, Renewable Energy, Wine Tourism, Industrial Maintenance, Urban Modelling and Management and Network and Computer Systems; thirteen Bachelor's Degrees: Accounting, Civil Engineering, Environmental Engineering, Electrical Engineering, Computer Sciences Engineering, Mechanical Engineering, Business Management, Business Management (evening course), Industrial Management, Marketing, Furniture Technology and Design, Multimedia Technologies and Design and Tourism and eight Master's degrees: Construction and Rehabilitation Engineering, Electrical Engineering - Energy and Industrial Automation, Mechanical Engineering and Industrial Management, Corporate Finance, Tourism Management, Marketing Research, Information and Technologies Systems and Environmental Technologies.

C3. Students:

Students enrolled at ESTGV in different school years:
2013/2014:
Bachelor's Degrees: Accounting 4,9%; Civil Engineering 5,3%; Environmental Engineering 1,4%; Electro technical Engineering 5,3%; Computers Engineering 13,8%; Mechanical Engineering 8,4%; Business Management (day and evening classes program) 21,8%; Marketing 15,4%; Furniture Design and Technology 3,3%; Multimedia Design and Technologies 6,4%; and Tourism 13,8%.
Master's Degrees: Construction and Rehabilitation Engineering 15,5%; Electro technical Engineering Industrial Energy and Automation 10,7%; Mechanical Engineering and Industrial Management 7,1%; Corporate Finances 20,2%; Tourism Management 20,2%; Information Technologies and Systems for Organizations 16,7%; and Environmental Technologies 9,5%.

2014/2015:
CTeSPs: Management and Computers Networks and Systems 100%.
Bachelor's Degrees: Accounting 4,9%; Civil Engineering 4,3%; Environmental Engineering 3,0%; Electro technical Engineering 5,8%; Computers Engineering 12,0%; Mechanical Engineering 9,0%; Business Management (day and evening classes program) 20,0%; Marketing 15,7%; Furniture Design and Technology 3,6%; Multimedia Design and Technologies 4,9%; and Tourism 13,1%.
Master's Degrees: Construction and Rehabilitation Engineering 12,2%; Electro technical Engineering Industrial Energy and Automation 18,9%; Mechanical Engineering and Industrial Management 10,8%; Corporate Finances 14,9%; Tourism Management 16,2%; Marketing 10,8%; Information Technologies and Systems for Organizations 16,2%.

2015/2016:
CTeSPs: Laboratory Analysis 11,0%; Automation and Energy 19,4%; Web and Mobile Devices Development 16,1%; Furniture Design and Technology 3,2%; Renewable Energies 7,7%; Enotourism 12,9%; Industrial Maintenance 10,3%; Urban Space Modelling and Management 5,8%; and Computers Networks and Systems 13,5%.
Bachelor's Degrees: Accounting 3,8%; Civil Engineering 2,8%; Environmental Engineering 3,0%; Electro technical Engineering 7,5%; Computers Engineering 15,1%; Mechanical Engineering 5,6%; Business Management (day and evening classes program) 21,2%; Industrial Management 4,0%; Marketing 14,1%; Furniture Design and Technology 3,8%; Multimedia Design and Technologies 6,9%; and Tourism 12,1%.
Master's Degrees: Construction and Rehabilitation Engineering 10,5%; Electro technical Engineering Industrial Energy and Automation 10,5%; Mechanical Engineering and Industrial Management 10,5%; Corporate Finances 14,0%; Tourism Management 18,6%; Marketing 7,0%; Information Technologies and Systems for Organizations 22,1%; Environmental Technologies 7,0%.

The analysis of the aforementioned data proves that there are programs in certain areas of knowledge that are more appealing to students. Although this situation is a major concern to ESTGV, we can observe that - once we have analysed the information about similar courses and programs at a national level - most institutions are suffering from the same problem. The difficult economic and financial national environment has a negative influence on certain professional sectors and has a wide resonance in Social Media. This factor affects the Candidates' options when they choose a Higher Education Degree. The aforementioned information shows, on the other hand, that there are other educational choices which are still quite appealing.

Bachelor's Degrees Candidates - school year and Course/regime:

2013/2014: National Admission Competition 55,5%; Aged over 23 Admission 7,5%; Holders of a Technological Specialization Course 12,9%; Other Access Regimes (course change admission, holders of academic degrees, …) 4,2%.

2014/2015: National Admission Competition 60,2%; Aged over 23 Admission 4,3%; Holders of a Technological Specialization Course 19,5%; Other Access Regimes (course change admission, holders of academic degrees, …) 16,0%.

2015/2016: National Admission Competition 62,5%; Aged over 23 Admission 6,1%; Holders of a Technological Specialization Course 17,8%; Other Access Regimes (course change admission, holders of academic degrees, …) 13,7%.

Taking the aforementioned information into account, we observe that most of the ESTGV students who choose to follow a Bachelor's Degree enrol through the National Admission Competition. The holders of a Technological Specialization Course and those who enrol through other admission regimes are an important contribution, as well. The students who enrol through the aged over 23 Admission seem to play a less important role.

Students' regional origin: school year and Cycle of Studies:

2013/2014:
Bachelor's Degrees: North 8%; Centre 90%; Lisbon 1%; Alentejo 0%; Algarve 0%; Islands 0%; From abroad 1%.
Master's Degrees: North 2%; Centre 95%; Lisbon 1%; Alentejo 0%; Algarve 0%; Islands 1%; From abroad 1%.

2014/2015:
CTeSPs: North 0%; Centre 95%; Lisbon 5%; Alentejo 0%; Algarve 0%; Islands 0%; From abroad 0%.
Bachelor's Degrees: North 8%; Centre 89%; Lisbon 1%; Alentejo 0%; Algarve 0%; Islands 1%; From abroad 1%.
Master's Degrees: North 1%; Centre 96%; Lisbon 2%; Alentejo 0%; Algarve 0%; Islands 0%; From abroad 1%.

2015/2016:
CTeSPs: North 5%; Centre 93%; Lisbon 2%; Alentejo 0%; Algarve 0%; Islands 0%; From abroad 0%.
Bachelor's Degrees: North 7%; Centre 90%; Lisbon 1%; Alentejo 0%; Algarve 0%; Islands 1%; From abroad 1%.
Master's Degrees: North 2,5%; Centre 94%; Lisbon 2,5%; Alentejo 0%; Algarve 0%; Islands 0%; From abroad 1%.

Data analysis shows that in 2013/2014, 2014/2015 and 2015/2016, and for any cycle of studies, the overwhelming majority of students who enrolled ESTGV came from the centre region and from certain parts of the country's northern region.

C4. Graduates:

In 2013/2014, 2014/2015 and 2015/2016, the ESTGV certified, in its Bachelor's and Master's Degrees, 808 and 90 students respectively.
Those are the results of the analysis conducted, in percentage terms, as far as the Bachelor's Degrees are concerned: 2013/2014 38,7%; 2014/2015 32,1%; 2015/2016 29,2%. As for the Master's Degrees, the results are the following: 2013/2014 36,7%; 2014/2015 30,0%; 2015/2016 33,3%.
The percentage decrease affecting the Bachelor's Degrees may have been caused by a reduction in the number of students who enrolled in previous years. As far as the Master's degrees are concerned, there was no significant variation in the number of students who have enrolled in previous years.
IPV offers its students a Working Life Insertion Service - SIVA which aims at promoting students and graduates' employability and professional integration through increased cooperation relationships and exchanges, with professional training institutions and with economic and social partners, particularly with employers, to develop support initiatives in the IPV's areas of intervention: jobs, internships, training in professional development and improvement, volunteering, entrepreneurship, and integration in research activities.
At ESTGV many protocols have been signed with different companies in order to support its students and graduates' insertion in labour market. All the job offers the institution gets through its institutional email are, after careful analysis, redirected to the different departments to be sent to the graduates. An analysis of the data collected about employability in 2014/2015 shows that 78.31% of the graduates got a job in some industry or activity sectors related to the kind of studies they had completed and that 76,90% of the graduates got a job at least a year after they had concluded their cycle of studies. Those results are not perfect, but they seem quite satisfactory in a national economic environment that has caused an unfavourable employment situation.

C5. Teaching staff:

Most of ESTGV teaching staff work under an exclusivity contract and is composed of doctorates and experts of renowned experience and professional competence in the fundamental educational areas of the different cycles of studies that are part of the school's educational offer. There is an appropriate balance between the number of teachers and the number of students. Additional teachers are recruited in case of need only and on a part-time basis.
The school's teaching staff is dynamic and highly motivated and combines a high standard teaching with a fertile scientific research. This affirmation is supported by the large number of science papers and participations in different types of scientific events, both at a national and international level. A significant part of the teachers' science research activity is developed in the Institution Research Centre (CI&DETS – Study Centre for Education, Technologies and Health care). Other teachers have a connection to different research centres where they carry out their scientific research.
An analysis of the ESTGV teaching staff over the past few years shows the significant increase in the number of teachers who hold a doctorate. This factor enables the institution to achieve, for its different courses, the ratios determined by law. We must state that there were 42 doctorates at the beginning of 2009/2010 and that, in 2015/2016, there were already 104 doctorates teaching in the institution (see item D5.2). The educational policy implemented by IPV in order to meet the legal requirements prescribed in the Juridical Regime of Higher Education (RJIES) regarding the composition of the teaching staff has been extremely important. The school launched in 2009 an educational program in which it granted several scholarships to all the teachers who wished to participate and whose doctorate plan had been deemed relevant, by the different schools Technical and Scientific Council, for the fundamental areas of the courses that were being taught.
85,72% of the teachers have a full-time contract celebrated with the institution for more than 3 years and 14,6% are preparing their doctorate for at least a year (see item D5.3).

Questions C6. to C10.

C6. Facilities:

Located on the Polytechnic campus, ESTGV with around 17000 sqm, possesses the following facilities:
Pedagogical Building composed of 27 classrooms and 3 auditoriums, 18 computer labs (general and specific for each department), 32 labs serving the different engineering programs, teachers' offices, meeting rooms;
Workshops Pavilions (Wood Engineering and Mechanical Engineering); library; Auditorium with 204 seats;

reprography centre; 3 cafeterias; canteen; students' recreation room; 3 students' residences; Students' Association Building; General infrastructures (multi-purpose building which includes the sports complex and support spaces, a football grass pitch, a general-purpose field, tennis court, children's playground and a minigolf field) and surrounding areas (green areas, roads, and parking lots with around 1000 parking spots).

Total area of the polytechnic campus: 145204 sqm.

ESTGV has a 18669 sqm floor area, divided into:
- Pedagogical/Administrative building: total floorspace: 14451 sqm; Date of construction/remodelling: 1996/2002; Conservation status: good.
- Wood Engineering Pavilion: total floorspace: 2072sqm; Date of construction/remodelling: 1992; Conservation status: good.
- Mechanical Engineering Pavilion: total floorspace: 2001 sqm; Date of construction/remodelling: 1998; Conservation status: good.
- Garage/warehouse: total floorspace: 145 sqm; Date of construction/remodelling: 2010; Conservation status: good.

As far as the telemetric network is concerned, ESTGV has got a wiring infrastructure that goes through all its buildings to support an Ethernet data network with a technology that allows a broadband coverage between 100 and 1000 Mbps. This network supports all the ESTGV information services and provides internet access anywhere on the campus. Internet access is done through optical fibre circuits made available by the FCCN (Foundation for the National Scientific Computing). In parallel, ESTGV offers wireless internet access to all its academic community and to its visitors coming from other Higher Education Institutions that have joined the eduroam project. This network is installed and configured in all the IPV Organic Units.

Because of the increasing volume of ESTGV educational programs, mostly because of the increase in the quantity of CTeSPs, the institution is experiencing certain problems due to the lack of available class rooms. The need for new labs dedicated exclusively to research activities, which cannot be compatible with any other teaching space, is becoming evident. This is happening because there is a great amount of projects in progress or waiting for approval. The need to expand the network of labs serving the CTeSP programs is also evidence.

C7. Oriented research, technological development and high level professional development:

ESTGV teachers' scientific performance has been increasingly appreciated over the years through different kinds of contributions. The teachers' involvement in research project sponsored by national and international funds and in projects of applied research in collaboration with regional and national companies in order to develop new products and technological applications should be emphasized.

Some examples of applied research activities, some of which were implemented and some other that are still in progress, carried out over the last five years deserve to be highlighted:
- Environmental Management in the Food Industry: implementation of the Environmental Management System in the Avipronto, S.A. Company;
- Evaluation of the level of maturity in organic compounds/fertilizers distributed nationwide to be used in agriculture;
- Evaluation of the Aterro Sanitário (sanitary dump) of Bigorne waste management system performance;
- Evaluation of grape stalks and skins residues in chemical processing for valuable products (CHEMGRAPE)", 2010-2013 (Project PTDC/AGR-AAM/104911/2008);
- Project financed by the QREN program: "E0-Formaldehyde- Conception of Taylor-made adhesive systems used in the manufacturing of low formaldehyde emission wooden panels". Partners: Euroresinas-Sonae Industry, FEUP/LEPAE, IPV. 01.09.09-31.08.12;
- Coberen: Consumer Behaviour Erasmus Network. Reference number: 156089-LLP-1-ES-ERASMUS-ENWA – Erasmus network for the study of consumer's behaviour;
- Project PTDC/EQU-EQU/111571/2009 (financed by the FCT): ECOUF Development of new generation low formaldehyde emission urea-formaldehyde resins". Proponent institution: FEUP, participating institution IPV- 01.03.11-28.02.14.- Development of an innovative low formaldehyde emission urea-formaldehyde resins synthesis process;
- 2GLam- Development of second generation laminates", partners SIR-Sonae Industry, Euroresinas-Sonae Industry, Nautilus, FEUP/LEPAE, UA, IPV, 02.01.13-30.06.15. Coordinator IPV- introduction of new and functionalities high pressure laminates that don't exist in national and international markets and that are characterized by their maturity and stability and that offers competitive and technological unique advantages to penetrate those markets;
- Project LightFillers "Development of low density particles to be used in the car and furniture industries" Euroresinas-Sonae Industry, FEUP/LEPAE, IPV, PIEP, Simoldes, 01.03.13-30.06.15. Coordinator IPV. This Project seeks the development of low density particles (LDP) to be used in the car and furniture industries;
- PTDC/SEN-TRA/122114/2010 – Development of models of roundabouts operational and environmental performance evaluation and the application of such models to test the viability of geometric innovative solutions;
- FCT_PTDC-AGR-CFL-114826-2009 – Production of batches of pellets based on different species and blends of species; determination of the immediate and elementary composition and of its heating power. Global energetic performance of the process;
- WBPTech – Development of innovative Processing Technologies for wood-based products;
- 2GAR – This Project aims to impart innovative properties to formaldehyde-based resins produced by the company, ensuring a more competitive position in national and international markets;
- PROJ/CI&DETS/CGD/0016 - Viseu Smart Environment. – This project wants to contribute to the research and development in an environmental and health perspective and in a perspective of technological, economic and social development;
- HotPUR – This project's objectives are the development of a formula of a kind of plyurethane-based glue to be used as reactive HotMelt adhesive;
- MasterOPAK –This Project aims to develop an innovative opacifying agent that could partially replace titanium dioxide in masterbatch for polyethylene products thermally processed.

An important part of the ESTGV teachers' Scientific Research Activity is directed to the dissemination and publication of their research work, at national and international levels, through: i) presentation of posters and oral communications

in scientific events; ii) publication of articles in proceedings of scientific events; iii) publication of abstracts in scientific events and in indexed journals; iv) as authors of books or book's chapters; v) papers published in scientific journals, with peer-reviewed and indexed to ISI or other similar indexers; vi) participation as editors or co editors of scientific publications; vii) elaboration of scientific reports. Over the last years, there have been between two and three hundred of those participations or references every year.

Another aspect worth noting is related to the supervision of Master's degrees dissertations/projects/internship reports, bachelor's degrees projects and training/internship in a working environment in which the students' performance takes on a decisive importance, both scientifically and professionally because of the teachers' care in choosing topics that will allow the students' contribution to solve problems felt by the entities and companies.
A national invention patent application is being requested: a piece of equipment that is used to test shin guards formed by a support structure with a base and two test zones, each one with a guide-rail system along which a weight glides easily. Those weights are suspended thanks to the presence of electromagnets. Shin guards will be laid in cones with different orientations. One of the impact zones is prepared to measure the impact force of the weight against the shin guard.
The promotion and participation of ESTGV teachers in the organization of national and international technical and scientific events is worth mentioning as well.
Several ESTGV teachers are also proof readers in scientific journals.

C8. Artistic output:

Artistic production at ESTGV is not a prominent area. Nonetheless, we have to highlight some activities that were developed in this area and in which this organic unit had a relevant participation.
Two of those activities are the result of the cooperation established between ESTGV and the theatre company "Trigo Limpo teatro ACERT" and that led to the technical study, planning, coordination of production and final assembly of a giant bird (around 5,20 m tall and weighing more than three tons) made out of wood and iron, for the project "Golpe D'asa"and the dimensioning of the metallic structure and wiring of the giant puppet for the show "Little Thumb".
The participation in the city cultural event "Jardins Efémeros" (Ephemeral Gardens) with the activity "A Luz da Cidade", (City Lights) with several workshops intented for a younger audience and that happened in the so called "House of Dreams" deserves to be noted, too.
ESTGV cooperated in the design and manufacturing of innovative material for the first Classroom of the Future developed by the Dão Lafões Region and implemented in the Felismina Alcântara High School in Mangualde and in which people tried to build an innovative educational environment with the intention of rethinking the role of pedagogy, of the design and of the technology in the classrooms.
The Dizáine event - Design Conferences at IPV, an initiative developed and implemented by the students of the Furniture Design and Technology course. This event's main objective was to promote the interaction between Design students and professionals working in that field. It was a great opportunity to discuss topics and issues of that professional field, to open new perspectives and to share experiences and allowed students to acquire new and better knowledge about the world of design.
The project "xi-coração" (a Portuguese child's expression to say hug/cuddle) involved the participation of students and teachers of the Furniture Design and Technologies Course. In association with their fellow students and teachers of the University of Beira Interior, they promoted an exhibition in the Museu Nacional do Traje (a national museum devoted to ancient costumes, garbs and ornaments) with the same name: based on sustainability concepts, they transformed academic works into a concrete project that allowed students to design and manufacture some dresses that were later sent to African children.
The Civil Engineering Department, in a partnership with the ADIV - The Association for the Development and Research of Viseu - launched the "Urban Modelling- New Ideas for a New Urban Growth" contest. The contest, open to students from the District of Viseu High Schools and Professional Schools, wanted to collect the academic community's visions of a certain urban area to which we would define an organization, revitalization and modelling plan. The projects that participated in the contest (a scale model and a A1 panel) should suggest topics and ideas that would be able to promote the preservation of local heritage and the memory of the place and, at the same time, should be able to make a contribution to its revitalization based on contemporaneity and innovation concepts, creating new dynamics for the place and helping the social and economic development of the area. Students from the region's High School Visual Arts classes took part in the contest.

C9. Consultancy:

ESTGV plays an important role in the promotion of the development of the region where it operates. The school gives extreme importance to the teachers, graduates and students' entrepreneurial capacity and aims for a closer and closer relationship between the institution and the entrepreneurial world. The Students' participation and the cooperation of graduates who are already part of the labour market are factors extremely relevant to support the implementation of different projects or activities.
The cooperation that exists with other entities has been increasing over the years, thanks to the establishment of partnerships that reflect on the amount of works and events of different kinds implemented. In this context, attention should be given to the excellent relationships that exist between this institution and other higher education organizations or with all the Basic, Secondary and Professional schools of the region.
The services provided by ESTGV are executed directly through the school or through the ADIV- Association for the Development and Research of Viseu. That way, over the years, there have been countless works, projects, consulting services and short-duration programs accomplished through this service providing process. This aspect has been quite relevant to disseminate the good practices and all the quality that exists among the schools community and to ensure stronger relationships with the entrepreneurial fabric.
The school labs, in addition to the support they provide to the teaching process, provide a wide range of testing and technical support that, over the years, have allowed the institution to serve the surrounding community's interests by giving the best possible response to all the requests received.
The implementation of short-duration programs in different areas of expertise, particularly in a lifelong training

perspective, contributes to the training of the companies' assets, to the upgrading of knowledge and the exchange of experiences.
Those are some of the most relevant services provided:
- Execution of quality control testing in construction projects;
- Execution of accident audits on highways under the responsibility of ASCENDI and OperEstradas XXI, S.A;
- Evaluation of QREN Projects (co-promotion projects) trough ADI and evaluation of different international research projects;
- Execution of examinations, studies and technical reports in the fields of Civil Engineering and Wood Engineering;
- Participation in the E3DL Project- Energetic and Environmental Effectiveness in the Dão Lafões Urban Centres (Intermunicipal Committee of the Dão Lafões Region);
- Development of projects in the field of Graphic Design and Multimedia for several companies/entities of the region;
- Audits to the implementation of Data network in different schools from the Viseu District. This project was part of the Education Technological Plan;
- Development and implementation of workshops and theme lectures in different schools and associations;
- Development and implementation of short-duration programs in firms or other entities;
- Elaboration of the Sustainable Energy Action Plan of Viseu, as part of the Commitment for Local Sustainable Energies initiative – Covenant of Mayors;
- Execution of legal valuations in lawsuits, namely in road accidentology;
- Development of a Manufacturing Orders Management Application, Project Vale Inovação, ASAFIL company;
- Development of a Mobile Application for the Teatro Viriato - APP Teatro Viriato;
- Cooperation with the Dão Regional Viticulture Committee in the statistical treatment of sensory analysis data;
- Cooperation with doctors from the Viseu Hospital in the statistical treatment of data;
- Creation of a "Utility Model" record as a result of a thermal optimization study of a block of expanded clay, requested by the Marginfrontier, Lda Company;
- Execution of the studies "Impact of the São Mateus Fair" and "Analysis of the 2015 São Mateus Fair visitors and vendors' Satisfaction", requested by the Tondela-Viseu City Hall;
- Conduction of the study "Evaluation of the safety conditions of runaway truck ramps in the Ascendi Group highways";
- Compatibility and implementation of studies for the MUV initiative: Viseu Urban Mobility- requested by the Viseu Citu Hall;
- Participation and conduction of several studies in Viseu's Historic Centre requested by the "Novo SRU – Sociedade de Reabilitação Urbana", the urban rehabilitation society.

C10. National and international cooperation:

ESTGV has currently 52 agreements with foreign institutions, coming from Germany, Belgium, Croatia, Denmark, Slovenia, Spain, Finland, France, the Netherlands, Hungary, Ireland, Italy, Lithuania, Poland, United Kingdom, Czech Republic, Romania and Turkey thanks to the Erasmus+ Program.
Other approved projects:
- Project Erasmus+ International Credit Mobility with the Palestine Polytechnic University;
- Project Erasmus+ International Credit Mobility with the University of Novi Sad/Serbia, University of Sarajevo/Bosnia-Herzegovina and International Burch University/Bosnia-Herzegovina.

ESTGV has different partnerships/agreements with foreign entities where some of its students are carrying out their curricular internships.

Two students are currently attending ESTGV programs under the partnership established between IPV and the Universidade Tecnológica Federal do Paraná – UTFPR.

The Bachelor's Degree in Wood Technologies is part of ESTGV curriculum and was implemented in cooperation with the Polytechnic Institute of Oporto (IPP). Over the last years, this Bachelor's degree has been offered by the IPP only. ESTGV cooperated with the Lillebælt Academy – University of Applied Sciences – Denmark in the elaboration/execution/implementation of the "International Module", for two weeks, for the students of the IT Technology Electronics Course. ESTGV hosted 9 students and a teacher.
Currently the school is making all the arrangements for the coming of some Danish IT Technology Network students for its third "International Module".

ESTGV also offers a set of international semesters, to students under mobility programmes, with curricular units taught in English language.

Questions C11. and C12.

C11. Internal system of quality assurance:
existe_inst

C11.1. System evolution (system certified by A3ES)
Not applicable.

C11.2. Brief description of system (system not certified by A3ES):
Not applicable.

C11.2.1 Link to quality manual:
<no answer>

C11.3. Contribuition of Unit to the system:

The Polytechnic Institute of Viseu has been implementing an internal quality assurance system implemented in the entire institution. This system is based on a PDCA structure (Plan, Do, Check and Act) and follows the recommendations found in IPV's quality assurance handbook. This is a reference document and its requirements are to be enforced in the entire institution. As far as the system planning is concerned, ESTGV is represented by its President and by the President of the Assessment and Quality of the Organic Unit Committee in the board which is responsible for this kind of action: the Council for Assessment and Quality.

The President has an active role in the approval or in the ratification and in the improvement of all the documents that are important to the institution quality planning; the quality assurance handbook, quality balance reports, reports on the organic units effectiveness, audit programs, questionnaires and satisfaction survey, among others.

The planning of the internal quality assurance system, within the organic unit, is ensured by the School President and by its Assessment and Quality Committee, through the planning and the internal communication of every action that will have to be respected to carry out the decisions that were approved by the Assessment and Quality Committee. The organic unit is responsible for all the activities related to the planning of its educational offer. This process is carried out in close articulation with IPV presidency. All the activities of management of the educational offer of a certain organic unit are carried out within that organic unit, in articulation with IPV presidency. When it comes to execution, ESTGV is responsible for the implementation and coordination of the core activities that are listed in the system, thus ensuring that the resources, both material and human, are appropriate, as well as ensuring the existence and adequacy of the support services required for its implementation.

The school also has to make sure that all the conditions for the execution of the audits, for the implementation of improvement actions and for the implementation of action that will deal with any situations involving non-conformities have been met. The school also has to ensure that the instruments used to collect the students, graduates, teachers and other costumers' level of satisfaction are carried out with the required expertise (Satisfaction survey for the services and Satisfaction questionnaire for the educational activities).

As far as the verification process is concerned, every year, ESTGV draws up the school's effectiveness report according to the requirements established by the system. This report allows to assess how well the different performance indicators- related to the management of the school's educational offer, the management of its educational activities and the drawing up of proposals to improve the school's action in the years to come have been met. The school takes part in the internal audit procedures. It is represented by teachers and non-teaching elements. The school is also responsible for forwarding any information deemed important enough to be included in the school's quality report. This report is a document that will allow the school's board to monitor the effectiveness of its internal system of quality assurance, the level of achievement of the goals previously set, the degree of satisfaction regarding support services and how well the improvement measures endorsed by the school board for Assessment and Quality have been implemented.

The school will also prepare, through its teachers, the report on the course or curricular units in which we can find the completed syllabus, the evaluation results, research works related to any curricular unit, a critical analysis of the curricular unit's performance and some improvement/changes proposals and the results of the students' Satisfaction Questionnaires regarding the curricular unit.

It will be able to prepare the Courses Reports that will show to what extent the different performance indicators have been met.

As far as its action is concerned, the school is responsible for the implementation of any improvement deemed necessary, both those defined in the different reports produced by the school itself (Organic Unit effectiveness report, curricular units' reports) and those which were approved by the Assessment and Quality Committee during the system evaluation. The school is currently implementing the procedures for the elaboration of the Course Reports.

The school is responsible for the definition of action plans that will help implement any kind of improvements.

C12. Final remarks:

Those are the strong points in ESTGV's opinion:
- A qualified teaching staff who is appropriate for the different cycles of studies offered, with a reasonable average age;
- Facilities and equipment deemed appropriate to the school's educational offer, to the provision of services and research projects;
- Excellent integration into the community, through protocols signed, through the services provided or applied research activities.

In ESTGV's opinion, those are the weakest points:

- The decrease in the number of students attending the institution due to the falling birth rate, to population density factors and to changes in the access conditions, mainly in Engineering Courses, although there are already some signs of stabilization;
- Budget cuts, that reflect the reduction in the National budget and the reduction of the school's own revenue (tuitions, for example);
- An "unbalanced" enrolment in some courses, Engineering mostly, because of the access conditions and the fact that many students dislike Maths and Physics;
- Teachers' excessive workload, especially in the number of curricular units they have to teach as well as the excessive administrative work.

ESTGV aims to achieve improvement goals through the following interventions:
- Different kinds of dissemination processes that will try to reach high school and professional schools' populations, as well as the general public;

- To attract foreign students to improve the internationalization levels and to increase the school's own revenue;
- The creation of CTeSP in areas that will meet the needs of the region and that will lead to the creation of middle-management specialized workers;
- Favouring a strategy of consolidation of the less attractive areas, building dissemination alternatives and fostering a higher visibility of the activities carried out in those areas;
- A careful management of the human and material resources and fostering the increase of the school's own revenue namely through the services providing and the applications to financed research projects;
- Increase of the scientific production, internationalization, services provision and research projects applications, exploiting the level of the teaching staff's qualifications achieved over the last few years;
- Continuing to create automatic processes in coordination with the Internal Quality Assurance System that may lead to a certain decrease in the administrative work.

Annex II

D1. - Training offer

D1.1 - Professional Technical Programmes

D1.1. Cursos Técnicos Superiores Profissionais (TeSP) / D1.1. Professional Technical Programmes

Designação / Name	Data / Date
Análises Laboratoriais	2015-03-09T00:00:00
Automação e Energia	2015-07-01T00:00:00
Desenvolvimento para a Web e Dispositivos Móveis	2015-05-21T00:00:00
Design e Tecnologia de Mobiliário	2015-04-08T00:00:00
Energia e Climatização	2015-04-06T00:00:00
Energias Renováveis	2015-07-03T00:00:00
Enoturismo	2015-05-20T00:00:00
Gestão Comercial e Vendas	2015-09-01T00:00:00
Manutenção Industrial	2015-04-14T00:00:00
Modelação e Gestão do Espaço Urbano	2015-06-30T00:00:00
Reabilitação e Conservação de Edifícios	2015-07-14T00:00:00
Redes e Sistemas Informáticos	2014-08-21T00:00:00
Tecnologias Ambientais	2015-03-25T00:00:00
Tecnologia Automóvel	2016-03-29T00:00:00

D1.2 - Licenciatura

D1.2.1 - Accredited study programmes

D1.2.1. Licenciaturas - Ciclos de estudos acreditados / D1.2.1. Licenciaturas - Accredited study programmes

Código / Code	CNAEF	Designação / Name	Duração da acreditação / Accreditation duration	Data / Date
ACEF/1415/19317	213	Tecnologias e Design de Multimédia	1	2017-03-13T00:00:00
NCE/11/01626	543	Tecnologia e Design de Mobiliário	6	2012-05-15T06:00:00
ACEF/1112/19297	582	Engenharia Civil	6	2013-06-27T06:00:00
ACEF/1112/19342	344	Contabilidade (anterior designação: Contabilidade e Administração)	6	2013-11-08T00:00:00
ACEF/1112/19352	342	Marketing	6	2014-02-17T00:00:00
ACEF/1213/19307	522	Engenharia Electrotécnica	6	2014-03-19T00:00:00
NCE/13/00691	529	Gestão Industrial	6	2014-04-08T06:00:00
ACEF/1112/19337	812	Turismo	3	2014-04-16T06:00:00
NCE/13/00696	589	Gestão e Manutenção de Edifícios e Infraestruturas	6	2014-05-06T06:00:00
ACEF/1213/19332	345	Gestão de Empresas (regimes diúrno e pós laboral)	3	2014-08-02T06:00:00

ACEF/1314/19322	521	Engenharia Mecânica	6	2014-10-30T00:00:00
ACEF/1314/19302	851	Engenharia Ambiente	6	2015-02-11T00:00:00
ACEF/1213/19312	481	Engenharia Informática	6	2015-05-19T06:00:00
NCE/12/00191	543	Tecnologias da Madeira	6	2013-03-05T00:00:00

D1.2.2 - Not accredited study programmes (including NCE's)

D1.2.2. Licenciaturas - Ciclos de estudos não acreditados (incluindo NCEs) / D1.2.2. Licenciaturas - Not accredited study programmes (including NCE's)

Código / Code	CNAEF	Designação / Name	Data / Date
NCE/10/01976	543	Design e Tecnologia de Mobiliário	2011-07-20
NCE/13/00686	529	Técnico Superior de Laboratório	2014-07-03

D1.2.3 - Study programmes no longer being offered

D1.2.3. Licenciaturas - Ciclos de estudos descontinuados / D1.2.3. Licenciaturas - Study programmes no longer being offered

Código / Code	CNAEF	Designação / Name
CEF/0910/19327	529	Engenharia e Gestão Industrial
CEF/0910/19347	543	Engenharia de Madeiras

D1.3 - Master

D1.3.1 - Accredited study programmes

D1.3.1. Mestrados - Ciclos de estudos acreditados / D1.3.1. Master - Accredited study programmes

Código / Code	CNAEF	Designação / Name	Duração da acreditação / Accreditation duration	Data / Date
NCE/11/01881	812	Gestão Turística	6	2012-07-30T01:00:00
ACEF/1112/19377	582	Engenharia de Construção e Reabilitação	6	2013-06-27T01:00:00
ACEF/1213/19362	343	Finanças Empresariais	6	2014-08-12T01:00:00
ACEF/1314/19367	521	Engenharia Mecânica e Gestão Industrial	6	2014-10-30T00:00:00
ACEF/1314/19372	851	Tecnologias Ambientais	3	2015-02-27T00:00:00
ACEF/1213/19357	481	Sistemas e Tecnologias de Informação para as Organizações	6	2015-05-19T01:00:00
PERA/1516/0900682	522	Engenharia Electrotécnica - Energia e Automação Industrial	3	2016-08-23T01:00:00
PERA/1516/0901137	342	Marketing (anterior designação: Marketing Research)	2	2016-09-28T01:00:00

D1.3.2 - Not accredited study programmes (including NCE's)

D1.3.2. Mestrado - Ciclos de estudos não acreditados (incluindo NCEs) / D1.3.2. Master - Not accredited study programmes (including NCE's)

Código / Code	CNAEF	Designação / Name	Data / Date
NCE/11/01621	52	Engenharia de Energias Renováveis e Eficiência Energética	2012-06-16

D1.3.3 - Study programmes no longer being offered

D1.3.3. Mestrado - Ciclos de estudos descontinuados / D1.3.3. Master - Study programmes no longer being offered

Código / Code	CNAEF	Designação / Name
NCE/09/00677	543	Engenharia de Madeiras

D2. - Vacancies and 1st year enrollments

D2.1 - TeSP - Vacancies (a) and 1st year enrollments (b)

D2.1 TeSP - Vagas (a) e inscritos no 1.º ano (b) / D2.1 TeSP - Vacancies (a) and 1st year enrollments (b)

Ciclo de estudos / Study Programme	14/15		15/16	
	a	b	a	b
Análises Laboratoriais	0	0	30	17
Automação e Energia	0	0	30	30
Desenvolvimento para a Web e Dispositivos Móveis	0	0	25	25
Design e Tecnologia de Mobiliário	0	0	20	5
Energia e Climatização	0	0	20	0
Energias Renováveis	0	0	30	12
Enoturismo	0	0	20	20
Gestão Comercial e Vendas	0	0	0	0
Manutenção Industrial	0	0	20	16
Modelação e Gestão do Espaço Urbano	0	0	25	9
Reabilitação e Conservação de Edifícios	0	0	30	0
Redes e Sistemas Informáticos	25	21	25	21
Tecnologias Ambientais	0	0	30	0
Tecnologia Automóvel	0	0	0	0

D2.2 - Licenciaturas - Vacancies (a) and 1st year enrollments (b)

D2.2 Licenciaturas - Vagas (a) e inscritos no 1.º ano (b) / Licenciaturas - Vacancies (a) and 1st year enrollments (b)

Código / Code	CNAEF	Ciclo de estudos / Study Programme	13/14		14/15		15/16	
			a	b	a	b	a	b
ACEF/1415/19317	213	Tecnologias e Design de Multimédia	45	31	45	23	45	34
NCE/11/01626	543	Tecnologia e Design de Mobiliário	40	16	40	17	40	19
ACEF/1112/19297	582	Engenharia Civil	41	26	41	20	41	14
ACEF/1112/19342	344	Contabilidade (anterior designação: Contabilidade e Administração)	35	24	30	23	30	19
ACEF/1112/19352	342	Marketing	38	75	38	73	42	70
ACEF/1213/19307	522	Engenharia Electrotécnica	45	26	45	27	45	37
NCE/13/00691	529	Gestão Industrial	0	0	35	17	35	20
ACEF/1112/19337	812	Turismo	41	67	41	61	41	60
NCE/13/00696	589	Gestão e Manutenção de Edifícios e Infraestruturas	0	0	0	0	0	0
ACEF/1213/19332	345	Gestão de Empresas (regimes diúrno e pós laboral)	95	106	95	93	95	105
ACEF/1314/19322	521	Engenharia Mecânica	45	41	45	42	45	28
ACEF/1314/19302	851	Engenharia Ambiente	36	7	36	14	36	15
ACEF/1213/19312	481	Engenharia Informática	60	67	60	56	60	75
NCE/12/00191	543	Tecnologias da Madeira	0	0	0	0	0	0

D2.3 - Master - Vacancies (a) and 1st year enrollments (b)

D2.3 Mestrado - Vagas (a) e inscritos no 1.º ano (b) / Master - Vacancies (a) and 1st year enrollments (b)

Código / Code	CNAEF	Ciclo de estudos / Study Programme	13/14		14/15		15/16	
			a	b	a	b	a	b
NCE/11/01881	812	Gestão Turística	25	17	25	12	25	16
ACEF/1112/19377	582	Engenharia de Construção e Reabilitação	35	13	30	9	30	9
ACEF/1213/19362	343	Finanças Empresariais	25	17	25	11	25	12
ACEF/1314/19367	521	Engenharia Mecânica e Gestão Industrial	30	6	30	8	30	9

ACEF/1314/19372	851	Tecnologias Ambientais	20	8	20	0	20	6
ACEF/1213/19357	481	Sistemas e Tecnologias de Informação para as Organizações	25	14	25	12	25	19
PERA/1516/0900682	522	Engenharia Electrotécnica - Energia e Automação Industrial	25	9	25	14	25	9
PERA/1516/0901137	342	Marketing (anterior designação: Marketing Research)	25	0	25	8	25	6

D3. - Total enrollments and graduates

D3.1 - TeSP - Total enrollments(a) and graduates(b)

D3.1 TeSP - Inscritos total(a) e diplomados(b) / TeSP - Total enrollments(a) and graduates(b)

Ciclo de estudos / Study Programme	15/16	
	a	b
Análises Laboratoriais	17	0
Automação e Energia	30	0
Desenvolvimento para a Web e Dispositivos Móveis	25	0
Design e Tecnologia de Mobiliário	5	0
Energia e Climatização	0	0
Energias Renováveis	12	0
Enoturismo	20	0
Gestão Comercial e Vendas	0	0
Manutenção Industrial	16	0
Modelação e Gestão do Espaço Urbano	9	0
Reabilitação e Conservação de Edifícios	0	0
Redes e Sistemas Informáticos	32	9
Tecnologias Ambientais	0	0
Tecnologia Automóvel	0	0

D3.2 - Licenciaturas - Total enrollments(a) and graduates(b)

D3.2 Licenciaturas - Inscritos total(a) e diplomados(b) / Licenciaturas - Total enrollments(a) and graduates(b)

Código / Code	CNAEF	Ciclo de estudos / Study Programme	13/14		14/15		15/16	
			a	b	a	b	a	b
ACEF/1415/19317	213	Tecnologias e Design de Multimédia	131	27	96	15	99	21
NCE/11/01626	543	Tecnologia e Design de Mobiliário	26	0	38	7	46	5
ACEF/1112/19297	582	Engenharia Civil	138	31	107	21	81	10
ACEF/1112/19342	344	Contabilidade (anterior designação: Contabilidade e Administração)	147	35	120	17	105	19
ACEF/1112/19352	342	Marketing	197	36	182	25	182	19
ACEF/1213/19307	522	Engenharia Electrotécnica	137	26	105	27	101	8
NCE/13/00691	529	Gestão Industrial	0	0	18	0	33	1
ACEF/1112/19337	812	Turismo	193	33	176	28	173	30
NCE/13/00696	589	Gestão e Manutenção de Edifícios e Infraestruturas	0	0	0	0	0	0
ACEF/1213/19332	345	Gestão de Empresas (regimes diúrno e pós laboral)	358	47	347	54	371	45
ACEF/1314/19322	521	Engenharia Mecânica	167	23	156	16	151	32
ACEF/1314/19302	851	Engenharia Ambiente	75	15	66	20	51	11
ACEF/1213/19312	481	Engenharia Informática	254	40	215	29	246	35
NCE/12/00191	543	Tecnologias da Madeira	0	0	0	0	0	0

D3.3 - Master - Total enrollments(a) and graduates(b)

D3.3 Mestrado - Inscritos total(a) e diplomados(b) / Master - Total enrollments(a) and graduates(b)

Código / Code	CNAEF	Ciclo de estudos / Study Programme	13/14		14/15		15/16	
			a	b	a	b	a	b
NCE/11/01881	812	Gestão Turística	17	0	15	5	16	3
ACEF/1112/19377	582	Engenharia de Construção e Reabilitação	17	11	12	1	11	9
ACEF/1213/19362	343	Finanças Empresariais	17	1	13	4	12	1
ACEF/1314/19367	521	Engenharia Mecânica e Gestão Industrial	20	4	13	4	14	7
ACEF/1314/19372	851	Tecnologias Ambientais	8	10	1	1	7	2

ACEF/1213/19357	481	Sistemas e Tecnologias de Informação para as Organizações	22	2	23	5	32	2
PERA/1516/0900682	522	Engenharia Electrotécnica - Energia e Automação Industrial	18	5	24	7	11	4
PERA/1516/0901137	342	Marketing (anterior designação: Marketing Research)	1	3	8	1	6	2

D4. - Employability

D4. Empregabilidade / Employability

	%
Percentagem de diplomados que obtiveram emprego em sectores de atividade relacionados com a área do ciclo de estudos / Percentage of graduates that obtained employment in areas of activity related with the study programme's area.	78.3
Percentagem de diplomados que obtiveram emprego em outros sectores de atividade / Percentage of graduates that obtained employment in other areas of activity	21.7
Percentagem de diplomados que obtiveram emprego até um ano depois de concluído o ciclo de estudos / Percentage of graduates that obtained employment until one year after graduating	76.9

D5. - Description and justification of the teaching staff resources of the unit

D5.1 - Teaching staff

D5.1.2 - Teaching staff

D5.1.2. Equipa docente / Teaching staff

Nome / Name	Categoria / Category	Grau / Degree	Especialista / Specialist	Área científica / Scientific Area	Regime de tempo / Employment link	Informação/ Information
António José Almeida Fernandes Santos	Professor Adjunto ou equivalente	Mestre		Ciências de Engenharia Mecânica	100	Ficha submetida
Adelino Mendes Cabral Trindade	Professor Adjunto ou equivalente	Doutor		Eng. Mecânica - Tecnologia da Produção	100	Ficha submetida
Admésio António Carreira Mendes Cabrita	Equiparado a Professor Adjunto ou equivalente	Mestre		Engenharia Mecânica	100	Ficha submetida
Alexandre David Aibeo Fernandes	Professor Adjunto ou equivalente	Doutor		Astrofísica	100	Ficha submetida
Ana Cristina Bico Rodrigues de Matos	Professor Coordenador ou equivalente	Doutor		Matemática/Engenharia de Sistemas	100	Ficha submetida
Ana Cristina Wanzeller Guedes de Lacerda	Professor Adjunto ou equivalente	Doutor		Informática - Inteligência Artificial	100	Ficha submetida
Ana Maria do Vale Seabra	Professor Adjunto ou equivalente	Doutor		Matemática Aplicada	100	Ficha submetida
André Codeço Marques	Professor Adjunto ou equivalente	Doutor		Matemática	100	Ficha submetida
Ângela Sofia Leal Neves	Equiparado a Assistente ou equivalente	Licenciado		Engenharia e técnicas afins	100	Ficha submetida
António Alberto Ferreira	Professor Adjunto ou equivalente	Mestre		Engenharia electrotecnica- Sistemas e Controlo	100	Ficha submetida
António Joaquim Pina Martins	Equiparado a Assistente ou equivalente	Licenciado		Engenharia Mecânica	100	Ficha submetida
António José Queirós Soares de Figueiredo	Professor Adjunto ou equivalente	Doutor		Gestão Geral, Estratégia e Desenvolvimento Empresarial	100	Ficha submetida
António José Teixeira de Almeida	Professor Adjunto ou equivalente	Mestre		Ciências Empresariais	100	Ficha submetida
António Luís Pimentel Vasconcelos	Professor Adjunto ou equivalente	Doutor		Engenharia civil	100	Ficha submetida
António Manuel Figueiredo Freitas Oliveira	Professor Adjunto ou equivalente	Doutor		Engenharia Civil - Construções	100	Ficha submetida
António Manuel Pereira Ferrolho	Professor Adjunto ou equivalente	Doutor		Engenharia Eletrotécnica	100	Ficha submetida
António Manuel Santos Carvalho	Equiparado a Assistente ou equivalente	Licenciado		Engenharia Electrotécnica	100	Ficha submetida
António Mário da Silva	Professor Adjunto	Mestre		Ciências Empresariais	100	Ficha

Nome	Categoria	Grau	Título	Área	%	Ficha
Rodrigues	ou equivalente					submetida
António Pedro Martins Soares Pinto	Professor Adjunto ou equivalente	Doutor	Título de especialista (DL 206/2009)	Gestão - Finanças Empresariais	100	Ficha submetida
António Ventura Gouveia	Professor Adjunto ou equivalente	Doutor		Engenharia Civil	100	Ficha submetida
António Victor Almeida Campos	Professor Adjunto ou equivalente	Licenciado	Título de especialista (DL 206/2009)	Auditoria	100	Ficha submetida
Artur Jorge Afonso de Sousa	Professor Adjunto ou equivalente	Doutor		Ciências da Informação	100	Ficha submetida
Bruno Filipe Lopes Garcia Marques	Professor Adjunto ou equivalente	Doutor		Engenharia Eletrotécnica e de Computadores	100	Ficha submetida
Bruno Miguel Morais Lemos Esteves	Professor Adjunto ou equivalente	Doutor		Engenharia do ambiente (protecção de madeiras)	100	Ficha submetida
Carla Manuela Ribeiro Henriques	Professor Adjunto ou equivalente	Doutor		Matemática Aplicada - Área Probabilidades e Estatística	100	Ficha submetida
Carla Maria Alves da Silva Fernandes	Professor Adjunto ou equivalente	Doutor		Turismo	100	Ficha submetida
Carlos Alberto Catorze Pereira	Professor Adjunto ou equivalente	Doutor		Engenharia Mecânica	100	Ficha submetida
Carlos Alberto Ribeiro Rua	Professor Adjunto ou equivalente	Licenciado	Título de especialista (DL 206/2009)	Organização e Gestão de Empresas	100	Ficha submetida
Carlos Alberto Tomás Simões	Equiparado a Professor Adjunto ou equivalente	Mestre		Engenharia Electrotécnica - Telecomunicações	100	Ficha submetida
Carlos Alberto Torres Quental	Professor Adjunto ou equivalente	Doutor		Sistemas e Tecnologias de Informação	100	Ficha submetida
Carlos Augusto da Silva Cunha	Professor Adjunto ou equivalente	Doutor		Informática	100	Ficha submetida
Carlos dos Santos Costa	Equiparado a Professor Adjunto ou equivalente	Mestre		Engenharia Civil	100	Ficha submetida
Carlos Manuel Freitas Lázaro	Professor Adjunto ou equivalente	Mestre	Título de especialista (DL 206/2009)	Gestão de Empresas	55	Ficha submetida
Cecília Maria Martins Agostinho Soares Pinto	Professor Adjunto ou equivalente	Doutor		Matemática - Área de Especialização em Matemática Aplicada	100	Ficha submetida
Cláudia Patrícia de Almeida Seabra Moreira	Professor Adjunto ou equivalente	Doutor		Turismo	100	Ficha submetida
Cristina Isabel Raimundo Lucas	Equiparado a Assistente ou equivalente	Mestre		Investigação Operacional	100	Ficha submetida
Cristina Maria de Jesus Barroco Novais	Professor Adjunto ou equivalente	Doutor		Turismo	100	Ficha submetida
Cristina Maria do Amaral Pereira de Lima Coelho	Professor Adjunto ou equivalente	Doutor		Ciências de Engenharia e Sciences du Bois	100	Ficha submetida
Cristina Maria Gomes Tomás da Costa	Professor Adjunto ou equivalente	Mestre		Matemática	100	Ficha submetida
Cristina Maria Nogueira Romão	Professor Adjunto ou equivalente	Doutor		Engenharia Mecânica	100	Ficha submetida
Daniel Augusto Estácio Marques Mendes Gaspar	Equiparado a Assistente ou equivalente	Mestre		Mecânica e Manutenção Industrial	100	Ficha submetida
Edmundo Manuel Tavares Marques	Equiparado a Assistente ou equivalente	Mestre		Engenharia dos Materiais Lenhocelulósicos	100	Ficha submetida
Eduardo Miguel Teixeira Mendonça Gouveia	Professor Adjunto ou equivalente	Doutor		Engenharia Electrotécnica e de Computadores	100	Ficha submetida
Elizabeth Ferreira da Silva Matos	Professor Adjunto ou equivalente	Mestre		Economia	100	Ficha submetida
Fernando José Franco Correia Amaro	Professor Adjunto ou equivalente	Licenciado	Título de especialista (DL 206/2009)	GESTÃO	100	Ficha submetida
Filipe Manuel Simões Caldeira	Professor Adjunto ou equivalente	Doutor		Engenharia Informática	100	Ficha submetida
Francisco Ferreira Francisco	Professor Adjunto ou equivalente	Doutor		Física Tecnológica	100	Ficha submetida
Francisco José Paulos Martins	Equiparado a Professor Adjunto ou equivalente	Mestre		Engenharia Civil - Hidráulica e Recursos Hídricos	100	Ficha submetida
Francisco José	Equiparado a	Mestre		Engenharia Mecânica	100	Ficha

Sacadura Martins Coelho Lopes	Assistente ou equivalente				submetida
Gilberto Antunes Ferreira Rouxinol	Professor Adjunto ou equivalente	Doutor	Engenharia Civil	100	Ficha submetida
Henrique Pereira da Silva	Professor Adjunto ou equivalente	Doutor	Engenharia Mecânica	100	Ficha submetida
Hugo Heitor Moreira Enes Ferreira	Professor Adjunto ou equivalente	Doutor	Mecânica Aplicada	100	Ficha submetida
Idalina de Jesus Domingos	Professor Coordenador ou equivalente	Doutor	Engenharia Sanitária	100	Ficha submetida
Isabel Maria Loureiro Pais Esteves Martins	Professor Adjunto ou equivalente	Doutor	Gestão de Empresas - Especialidade em Contabilidade	100	Ficha submetida
Isabel Maria Pereira Duarte	Professor Adjunto ou equivalente	Doutor	Engenharia Eletrotécnica	100	Ficha submetida
Isabel Paula Lopes Brás	Professor Adjunto ou equivalente	Doutor	Ciências de Engenharia	100	Ficha submetida
João Andrade Nunes	Professor Adjunto ou equivalente	Mestre	Finanças empresariais	100	Ficha submetida
João Luís Esteves Pereira	Professor Adjunto ou equivalente	Doutor	Engenharia Mecânica	100	Ficha submetida
João Luís Monney de Sá Paiva	Professor Coordenador ou equivalente	Doutor	Engenharia Mecânica	100	Ficha submetida
João Manuel Pinto Marado	Professor Adjunto ou equivalente	Mestre	Estruturas de Engenharia Civil	100	Ficha submetida
João Manuel Vinhas Ramos Marques	Professor Adjunto ou equivalente	Doutor	Ciências da Educação	100	Ficha submetida
João Pedro Saraiva Cabral Costa	Equiparado a Assistente ou equivalente	Licenciado	Gestão Hoteleira	100	Ficha submetida
João Pereira Figueiredo Cantão	Assistente convidado ou equivalente	Mestre	Ciências Empresariais	55	Ficha submetida
Joaquim Almeida Simões	Professor Adjunto ou equivalente	Mestre	Economia Europeia	100	Ficha submetida
Joaquim Duarte Barroca Delgado	Professor Adjunto ou equivalente	Doutor	Engenharia Electrotécnica - Sistemas de Energia	100	Ficha submetida
Joaquim Gonçalves Antunes	Professor Coordenador ou equivalente	Doutor	Gestão	100	Ficha submetida
Jorge Alexandre de Albuquerque Loureiro	Professor Adjunto ou equivalente	Doutor	Informática	100	Ficha submetida
Jorge Manuel Santos Silva Martins	Professor Coordenador ou equivalente	Mestre	Ciências da Madeira	100	Ficha submetida
Jorge Marcelo Quintas de Oliveira	Professor Adjunto ou equivalente	Doutor	Engenharia Mecânica	100	Ficha submetida
Jorge Paulo Jesus Santos	Equiparado a Professor Adjunto ou equivalente	Mestre	Matemática	100	Ficha submetida
José Alberto da Costa Ferreira	Professor Adjunto ou equivalente	Mestre	Ciências Empresariais - Finanças	100	Ficha submetida
José Avelino Loureiro Moreira Padrão	Equiparado a Professor Adjunto ou equivalente	Mestre	Estruturas de Engenharia Civil	100	Ficha submetida
José Augusto Rosa Bastos	Professor Adjunto ou equivalente	Licenciado Título de especialista (DL 206/2009)	Gestão	100	Ficha submetida
José Carlos Marques Martins	Professor Adjunto ou equivalente	Mestre	Fisica Tecnológica	100	Ficha submetida
José Eduardo Monney de Sá Paiva	Professor Adjunto ou equivalente	Doutor	Engª Electrotécnica	100	Ficha submetida
José Francisco Monteiro Morgado	Professor Adjunto ou equivalente	Doutor	Eng. Informática	100	Ficha submetida
José Luís Henriques da Silva	Professor Adjunto ou equivalente	Doutor	Engenharia Mecânica	100	Ficha submetida
José Luís Mendes Loureiro Abrantes	Professor Coordenador ou equivalente	Doutor	Ciências Económicas e Empresariais	100	Ficha submetida
José Manuel Neto Salgueiro Marques	Professor Coordenador ou equivalente	Mestre	Mecânica	100	Ficha submetida
José Vicente Rodrigues Ferreira	Professor Coordenador ou equivalente	Doutor	Engenharia do Ambiente	100	Ficha submetida

Lúcia Paiva Martins Sousa	Professor Adjunto ou equivalente	Doutor		Matemática Aplicada	100	Ficha submetida
Luís António Pereira Duarte	Professor Adjunto ou equivalente	Mestre		Engenharia Civil (Estruturas)	100	Ficha submetida
Luís Eugénio Pinto Teixeira de Lemos	Professor Coordenador ou equivalente	Doutor		Energética/ Ciências de Engenharia	100	Ficha submetida
Luís Fernandes Rodrigues	Professor Coordenador Principal ou equivalente	Doutor		Gestão de Empresas – especialidade em Finanças	100	Ficha submetida
Luís Manuel Fernandes Simões	Professor Adjunto ou equivalente	Licenciado		Geologia (ramo científico)	100	Ficha submetida
Luís Manuel Gonçalves de Paiva	Professor Adjunto ou equivalente	Mestre	Título de especialista (DL 206/2009)	Ciências Empresariais	100	Ficha submetida
Luís Miguel Freire de Menezes Pestana	Professor Adjunto ou equivalente	Mestre		Sistemas e Automação	100	Ficha submetida
Luísa Maria Hora de Carvalho	Professor Coordenador ou equivalente	Doutor		Engenharia Química	100	Ficha submetida
Luísa Paula Goncalves Oliveira Valente da Cruz Lopes	Equiparado a Professor Adjunto ou equivalente	Doutor		Ciências e Engenharia de Materiais	100	Ficha submetida
Manuel António Esteves Baptista	Equiparado a Assistente ou equivalente	Licenciado		Electrónica, Telecomunicações, Processamento de Sinal, Computação e Sistemas	100	Ficha submetida
Manuel António Lourenço dos Reis	Equiparado a Assistente ou equivalente	Mestre		Estatística	100	Ficha submetida
Manuel António Pinto da Silva Amaral	Professor Adjunto ou equivalente	Doutor		Engenharia Civil	100	Ficha submetida
Margarida Alexandra Lopes Vicente	Professor Adjunto ou equivalente	Doutor		Gestão	100	Ficha submetida
Maria Cristina Peixoto Amaral Santos Rodrigues Matos	Professor Adjunto ou equivalente	Doutor		Métodos Quantitativos	100	Ficha submetida
Maria de Lurdes Costa e Sousa	Professor Coordenador ou equivalente	Doutor		Matemática	100	Ficha submetida
Maria Elisabete Ferreira Silva	Professor Adjunto ou equivalente	Doutor		Engenharia do Ambiente	100	Ficha submetida
Maria Isabel Dias Rodrigues	Equiparado a Assistente ou equivalente	Licenciado		Gestão de Empresas	100	Ficha submetida
Maria José Lisboa Antunes	Professor Adjunto ou equivalente	Doutor		Linguística	100	Ficha submetida
Maria Leonor Machado Esteves	Professor Coordenador ou equivalente	Doutor		Direito	100	Ficha submetida
Maria Madalena de Freitas Malva	Professor Adjunto ou equivalente	Doutor		Estatística e Investigação Operacional	100	Ficha submetida
Maria Manuela Jorge Martins Ferreira	Professor Adjunto ou equivalente	Doutor		Engenharia Eletroténica, eletronica e informática	100	Ficha submetida
Maria Odete Monteiro Lopes	Professor Adjunto ou equivalente	Doutor		Engenharia e Gestão Industrial	100	Ficha submetida
Miguel Francisco Martins de Lima	Professor Adjunto ou equivalente	Doutor		Engenharia Electrotécnica	100	Ficha submetida
Nuno Miguel Esteves Patricio da Conceição	Equiparado a Assistente ou equivalente	Mestre		Matemática	100	Ficha submetida
Nuno Rafael de Oliveira Bastos	Professor Adjunto ou equivalente	Doutor		Matemática	100	Ficha submetida
Octavio Nuno Chaves de Freitas Cardoso	Equiparado a Assistente ou equivalente	Mestre		Meânica dos Fluidos	100	Ficha submetida
Odete Carvalho Ribeiro	Equiparado a Assistente ou equivalente	Mestre		Matemática - Especialização em Matemática Pura	100	Ficha submetida
Odete Maria Matos Paiva	Assistente convidado ou equivalente	Mestre		Museologia e Património Cultural	25	Ficha submetida
Olga Maria Sousa Contente	Professor Adjunto ou equivalente	Doutor		Engenharia Electrotécnica e de Computadores	100	Ficha submetida
Paulo Alexandre da Silveira Costeira Marques da Silva	Professor Adjunto ou equivalente	Doutor		Engenharia Civil	100	Ficha submetida

Paulo Gabriel Fernandes de Pinho	Professor Adjunto ou equivalente	Doutor		Ciências Aplicadas ao Ambiente	100	Ficha submetida
Paulo Joaquim Antunes Vaz	Professor Adjunto ou equivalente	Doutor		Engenharia Mecânica/Controlo e Gestão	100	Ficha submetida
Paulo Miguel Ferreira de Castro Mendes	Professor Adjunto ou equivalente	Mestre		Engenharia Civil	100	Ficha submetida
Paulo Moisés Almeida da Costa	Professor Adjunto ou equivalente	Doutor		Engenharia Eletrotécnica e de Computadores	100	Ficha submetida
Paulo Rogério Perfeito Tomé	Professor Adjunto ou equivalente	Doutor		Engenharia e Gestão de Sistemas de Informação	100	Ficha submetida
Pedro Agostinho da Silva Baila Madeira Antunes	Professor Adjunto ou equivalente	Doutor		Engenharia Civil	100	Ficha submetida
Rogério Paulo Garcia Santos Portas Matias	Professor Adjunto ou equivalente	Licenciado		Gestão	100	Ficha submetida
Rui Pedro Monteiro Amaro Duarte	Professor Adjunto ou equivalente	Doutor		Engenharia Informática - Computação Gráfica	100	Ficha submetida
Rui Sérgio Viegas Rodrigues	Professor Adjunto ou equivalente	Doutor		Engenharia Informática	100	Ficha submetida
Samuel Ferreira Barros	Professor Adjunto ou equivalente	Mestre	Título de especialista (DL 206/2009)	Gestão de empresas	100	Ficha submetida
Serafim Paulo Melo de Oliveira	Professor Adjunto ou equivalente	Doutor		Engenharia Biomédica	100	Ficha submetida
Sérgio Alberto Rodrigues Gouveia Barroso	Professor Adjunto ou equivalente	Licenciado	Título de especialista (DL 206/2009)	Gestão	100	Ficha submetida
Sérgio Miguel Gomes Lopes	Professor Adjunto ou equivalente	Doutor		Engenharia Mecânica	100	Ficha submetida
Susana Maria Baptista Pereira Ferreira	Equiparado a Assistente ou equivalente	Mestre		Ciência e Engenharia dos Materiais	100	Ficha submetida
Suzanne Fonseca Amaro	Professor Adjunto ou equivalente	Doutor		Marketing	100	Ficha submetida
Teresa de Jesus Resende Silva dos Santos Neto	Equiparado a Assistente ou equivalente	Mestre		Matemática	100	Ficha submetida
Valter Nelson Noronha Alves	Professor Adjunto ou equivalente	Doutor		Ciências e Tecnologias da Informação, especialização em Interação Humano-Computador	100	Ficha submetida
Vasco Eduardo Graça Santos	Professor Adjunto ou equivalente	Doutor		Engenharia Eletrotecnica e Computadores - (Energia)	100	Ficha submetida
Nuno Pereira Raposo	Professor Adjunto ou equivalente	Doutor		Engenharia Civil - Geotecnia	100	Ficha submetida
Carla Alexandra Martins Santos Leal	Professor Adjunto ou equivalente	Licenciado	Título de especialista (DL 206/2009)	Direito	52.5	Ficha submetida
José António Marques Pereira	Equiparado a Assistente ou equivalente	Licenciado	Título de especialista (DL 206/2009)	Gestão de Empresas	100	Ficha submetida
Steven Lopes Abrantes	Professor Adjunto ou equivalente	Doutor		Sistemas e Tecnologias da Informação	100	Ficha submetida
Paula Cristina Sarabando dos Santos	Professor Adjunto ou equivalente	Doutor		Gestão - Ciência Aplicada à Decisão	100	Ficha submetida
Joana Rita da Silva Fialho	Professor Adjunto ou equivalente	Doutor		Gestão	100	Ficha submetida
Ricardo Manuel dos Santos Ferreira de Almeida	Professor Adjunto ou equivalente	Doutor		Engenharia Civil	100	Ficha submetida
Márcio Dinis do Nascimento de Jesus	Professor Adjunto ou equivalente	Doutor		Matemática	100	Ficha submetida
Filomena Alexandra Lopes Cesário	Assistente convidado ou equivalente	Licenciado		Direito	31.3	Ficha submetida
Maria de Lurdes Correia Martins	Assistente ou equivalente	Doutor		Linguística	100	Ficha submetida
António Manuel Mendes Ferreira	Assistente convidado ou equivalente	Licenciado		Línguas e Literaturas Modernas - Estudos Portugueses e Espanhóis	41.3	Ficha submetida
José Manuel Soares Rodrigues Oliveira	Professor Adjunto ou equivalente	Licenciado	Título de especialista (DL 206/2009)	Gestão	100	Ficha submetida
Paulo Jorge Figueiredo Correia	Assistente convidado ou equivalente	Mestre		Especialização em Energia	37.5	Ficha submetida
Rui Jorge dos Santos	Assistente	Mestre	Título de	Engenharia Electrónica e	55	Ficha

Nome	Categoria	Grau	Título	Área	%	Ficha
Almeida	convidado ou equivalente		especialista (DL 206/2009)	Telecomunicações		submetida
Clarinda Serdeira da Costa Almeida	Equiparado a Assistente ou equivalente	Mestre		Gestão	100	Ficha submetida
Ana Paula Leocádio Daniel Campos Nunes	Assistente convidado ou equivalente	Licenciado	CTC da Instituição proponente	Psicologia do Trabalho e das Organizaçoes	52.5	Ficha submetida
Nuno Miguel Martins Costa	Assistente convidado ou equivalente	Mestre		Sistemas de Informação	50	Ficha submetida
Anabela de Oliveira Duarte da Cruz Carvalho	Professor Adjunto ou equivalente	Doutor	CTC da Instituição proponente	Psicologia	32.5	Ficha submetida
Ana Catarina Marques de Sousa	Assistente convidado ou equivalente	Licenciado		Design de Comunicação	52.5	Ficha submetida
João Rui Loureiro Moita	Assistente convidado ou equivalente	Licenciado		Contabilidade e administração	55	Ficha submetida
Egon Santos Rodrigues	Assistente convidado ou equivalente	Mestre	CTC da Instituição proponente	Automação e energia	37.5	Ficha submetida
Paula Freitas Rebelo da Fonseca	Professor Adjunto ou equivalente	Doutor		Linguística Inglesa	55	Ficha submetida
Nanja Kroon	Assistente convidado ou equivalente	Mestre	Título de especialista (DL 206/2009)	Gestão	55	Ficha submetida
Daniel Filipe Albuquerque	Professor Adjunto ou equivalente	Doutor		Engenharia Eletrotécnica	100	Ficha submetida
Pedro Miguel Morais Ferreira	Assistente convidado ou equivalente	Mestre		Ciências da Comunicação	55	Ficha submetida
Manuel Henrique Redondo Maximino de Almeida	Professor Adjunto ou equivalente	Doutor		Línguas e Literaturas Modernas	55	Ficha submetida
João Pedro Menoita Henriques	Assistente convidado ou equivalente	Mestre		Sistemas de Informação	55	Ficha submetida
João Carlos Monteiro Martins	Professor Adjunto ou equivalente	Doutor		Design	32.5	Ficha submetida
Nuno Filipe Rosa Melão	Professor Adjunto ou equivalente	Doutor		Ciências Empresariais	100	Ficha submetida
Nelson Rafael Rodrigues dos Santos	Equiparado a Assistente ou equivalente	Licenciado		Engenharia Mecânica	17.5	Ficha submetida
Luís Carlos Lopes Soares	Assistente convidado ou equivalente	Mestre		Sistemas e Tecnologias de Informação para as Organizações	48.8	Ficha submetida
Sílvia Catarina de Oliveira Moreira	Assistente convidado ou equivalente	Mestre		Sistemas de Informação	42.5	Ficha submetida
Pedro Manuel Nogueira Reis	Professor Adjunto ou equivalente	Doutor		Gestão de Empresas-Finanças Empresariais.	25	Ficha submetida
António Manuel Queirós da Cunha Carvalho	Assistente convidado ou equivalente	Licenciado		Informática e Sistemas	48.8	Ficha submetida
José Carlos Pereira Cardoso	Assistente convidado ou equivalente	Licenciado		Ciências da Computação	42.5	Ficha submetida
Cecília Anacleto Moreno	Assistente convidado ou equivalente	Licenciado		Arquitetura	55	Ficha submetida
José Manuel da Silva Cecílio	Professor Adjunto ou equivalente	Doutor		Engenharia Informática	100	Ficha submetida
Bruno Emanuel Morgado Ferreira	Professor Adjunto ou equivalente	Doutor		Ciências de Gestão (Marketing)	100	Ficha submetida
Natália de Lima Figueiredo	Assistente convidado ou equivalente	Mestre		Gestão de Empresas - especialização em marketing	25	Ficha submetida
Pedro Miguel de Oliveira Martins	Professor Adjunto ou equivalente	Doutor		BigData: Processamento distribuido em real-time	100	Ficha submetida
Augusto Manuel Pais Antunes	Professor Adjunto ou equivalente	Doutor		Gestão	25	Ficha submetida
Nuno Filipe Esteves Videira	Assistente convidado ou equivalente	Licenciado		Artes Plásticas e Multimedia	25	Ficha submetida

Nome	Categoria	Grau	Especialista	Área	%	Ficha
Fernando Lopes Rodrigues Sebastião	Professor Coordenador ou equivalente	Mestre		Políticas e Gestão do Ensino Superior	100	Ficha submetida
Abel Figueiredo Freitas de Oliveira	Assistente convidado ou equivalente	Licenciado		Engenharia Mecânica e Gestão Industrial	25	Ficha submetida
José António de Sousa Barros Basto	Professor Auxiliar ou equivalente	Doutor		Engenharia Industrial	17.5	Ficha submetida
António Manuel de Figueiredo Almeida	Assistente convidado ou equivalente	Mestre	Título de especialista (DL 206/2009)	Gestão	55	Ficha submetida
Catarina Gameira Minhoto	Assistente convidado ou equivalente	Mestre		Direito	37.5	Ficha submetida
Ernesto Rodrigues Afonso	Equiparado a Professor Adjunto ou equivalente	Mestre		Eletrónica e automação	100	Ficha submetida
Gil Sousa Matos	Equiparado a Assistente ou equivalente	Licenciado		Organização e Gestão de Empresas	100	Ficha submetida
João Vítor Pereira Ôlas	Assistente convidado ou equivalente	Mestre		Engenharia Electrotécnica – Energia e Automação	25	Ficha submetida
José Luís Soares Esteves	Professor Auxiliar ou equivalente	Doutor		Engenharia Mecânica	17.5	Ficha submetida
José Manuel Marum Campos	Equiparado a Professor Adjunto ou equivalente	Mestre		Engenharia Informática	100	Ficha submetida
Lucas Filipe Martins da Silva	Professor Associado ou equivalente	Doutor		Engenharia Mecânica	17.5	Ficha submetida
Luís Filipe Batista Marques	Equiparado a Assistente ou equivalente	Mestre		Automação e Comunicações de Sistemas de Energia	43.8	Ficha submetida
Paulo Augusto Ferreira de Abreu	Professor Auxiliar ou equivalente	Doutor		Engenharia Mecânica	17.5	Ficha submetida
Paulo Bruno Alves	Assistente convidado ou equivalente	Doutor		Ciências da Comunicação	32.5	Ficha submetida
Paulo José Arnaldo Albuquerque	Equiparado a Assistente ou equivalente	Mestre		Planeamento e Urbanismo	100	Ficha submetida
Rafaela Noro Grando	Professor Adjunto ou equivalente	Doutor		Design	55	Ficha submetida
António Miguel Costa Batista	Professor Adjunto ou equivalente	Doutor		Engenharia Civil	100	Ficha submetida
Ilídio Lopes e Silva	Professor Adjunto ou equivalente	Doutor		Finanças	100	Ficha submetida
Jorge de Menezes Cabral	Equiparado a Assistente ou equivalente	Mestre	CTC da Instituição proponente	Direito	32.5	Ficha submetida
					16371.5	

<no answer>

D5.2 - Teaching staff

D5.2. Resumo do corpo docente / Teaching staff

Pessoal Docente / Teaching staff	Número de docentes / Number		ETI / FTE	
	2009/10	2015/16 *	2009/10	2015/16 *
Tempo integral / Full Time				
Doutores não especialistas / Non specialist PhDs	39	91	39	91
Doutores especialistas / Specialist PhDs	0	1	0	1
Especialistas não doutorados (CTC) / Non PhD specialists (CTC)	30	0	30	0
Com título de especialista / With title of specialist	0	9	0	9
Outros docentes / Other teachers	96	46	96	46
Tempo parcial / Part Time				
Doutores não especialistas / Non specialist PhDs	3	11	0.94	3.47
Doutores especialistas / Specialist PhDs	0	1	0	0.32
Especialistas não doutorados (CTC) / Non PhD specialists (CTC)	11	3	4.98	1.21
Com título de especialista / With title of specialist	0	5	0	2.72

Outros docentes / Other teachers	12	22	5.56	8.88

Totais (por grau de qualificação) / Total (by degree)

Doutores não especialistas / Non specialist PhDs **	42	102	39.94	94.47
Doutores especialistas / Specialist PhDs **	0	2	0	1.32
Especialistas não doutorados (CTC) / Non PhD specialists (CTC) **	41	3	34.98	1.21
Com título de especialista / With title of specialist **	0	14	0	11.72
Outros docentes / Other teachers **	108	68	101.56	54.88
Corpo docente total / Total teaching staff **	191	189	176.48	163.6

D5.3 - Stability and Training dynamics

D5.3. Estabilidade e dinâmica de formação / Stability and training dynamic

Corpo docente próprio / Full time teaching staff	Número / Number	Percentagem / Percentage
Número de docentes em tempo integral com mais de 3 anos de contrato / Number of full time teachers with a link to the institution for a period over three years	141	85.72
Número de docentes em doutoramento há pelo menos 1 ano / Number of teachers registered in a doctoral programme for more than one year	24	14.6

D6. - Non teaching staff

D6.1. and D6.2.

D6.1. Non academic staff:
The School of Technology and Management of Viseu (ESTGV) non-teaching staff is composed of 46 members, all working full-time.
50,00% of these workers are women.
At ESTGV, 4,35% of the non-teaching elements are between 30 and 34 years old; 26,09% of the non-teaching elements are between 35 and 39 years old; 28,26% of the non-teaching workers are between 40 and 44 years old; 13,04% are between 45 and 49 years old; 13,04% are between 50 and 54 years old; and 15,22% of the non-teaching staff members are between 55 and 59 years old.
The non-teaching staff aging index is 0,93.

D6.2. Qualification:
4,35% of the school staff completed a 4 year education; 2,17% of them have completed their 9th grade; 28,26% have finished high school/12th grade; 47,83% of them have a higher education degree; and 17,39% of the staff members hold a master's degree.
These elements are organized in the following professional categories: service directors: 4,35%; higher technicians: 50,00%; technical coordinators: 2,17%; technical assistants: 26,09%; operational assistants: 13,04%; and computer experts: 4,35%.

D.7. - Internationalisation

D.7. Internacionalização / Internationalisation

Nível de internacionalização / Internationalisation level	%
Percentagem de estudantes estrangeiros matriculados na unidade orgânica / Percentage of foreign students enrolled in the unit	1.6
Percentagem de estudantes em programas internacionais de mobilidade (in) / Percentage of students in international mobility programs (in)	2.4
Percentagem de estudantes em programas internacionais de mobilidade (out) / Percentage of students in international mobility programs (out)	2
Percentagem de docentes estrangeiros, incluindo docentes em mobilidade (in) / Percentage of foreign teaching staff (in)	3
Mobilidade de docentes (out) / Teaching staff mobility (out)	1.8

D.8. - Research (Centres and Units of the Organic Unit)

D8. Investigação (Centros e Unidades no âmbito da Unidade Orgânica) / Research (Centres and Units of the Organic Unit)

Designação / Name	N.º Investigadores Doutorados /No. Researchers with a PhD	Classificação (FCT) / Mark

D.9. - Support services in the unit

D9 - Serviços de apoio no âmbito da Unidade Orgânica / Support services of the Unit

Designação / Name	Pessoal / Staff
Direção de Serviços	2
Apoio à Direção	3
Apoio ao Departamento de Gestão	2
Apoio ao Departamento de Engenharia Civil	2
Apoio ao Departamento de Engenharia de Madeiras	2
Apoio ao Departamento de Ambiente	2
Apoio ao Departamento de Engenharia Eletrotécnica	2
Apoio ao Departamento de Informática	2
Apoio ao Departamento de Engenharia Mecânica	3
Serviços Administrativos Área Académica	6
Serviços Administrativos Área de Recursos Humanos	2
Serviços Administrativos Área Financeira	2
Serviços Técnicos Área de Documentação	4
Serviços Técnicos Área de Informática	2
Serviços Técnicos Área de Património	2
Serviços Técnicos Área de Manutenção	3
Serviços Técnicos Auxiliares de Apoio	5
(17 Items)	**46**